JALPAIGURI : AN EFFORT TO IDENTIFY CHALLENGES IN THE CONTEXT OF UEE

STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
(WEST BENGAL)
25/3, Ballygunge Circular Road
Kolkata 700019

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Report of an SSA Project titled "Assessment of Educational Needs of Children Belonging to SC, ST and Minorities and for Children with Special Needs in selected blocks of Jalpaiguri district" carried out in 2005-06 and published with financial assistance from Paschim Banga Sarva Shiksha Mission.

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FROM THE DIRECTOR'S DESK

Educational Surveys are being carried out in the country for understanding the real situation of school education.

The present study is a collective endeavour of the SCERT (WB) and DIET, Jalpaiguri. The objectives were to identify the areas in which children belonging to SC/ST and minority groups and children with special needs require support in some blocks, namely, Malbazar, Matiali, Madarihat, Nagrakata and Kalchini of the district with a large population of SC and ST children. The study intended to assess the availability of resources in this region of the state and to identify challenges in the context of Universalisation of Elementary Education.

The design of the study was planned at SCERT (WB) under the guidance of its Academic Sub-committee and through consultations held at DIET, Jalpaiguri with the Chairman, DPSC, Jalpaiguri, experts from the University of North Bengal, DPO and resource persons from the District Project Office, SSA, Jalpaiguri.

The survey was carried out under the supervision of the expert group constituted at DIET, Jalpaiguri. The administration of the survey, analysis of data and preparation of initial report was carried out at DIET, Jalpaiguri and subsequently finalized at SCERT (WB).

It is expected that the findings obtained as a result of this study will be utilized by the research community and policy makers in planning and implementation of Sarva Shiksha Abhiyan in West Bengal.

We are grateful to the Academic sub-committee of SCERT, the Chairman, DPSC, Jalpaiguri, Prof. Sk. Rahim Mondal, Prof. Sanjay Roy (NBU), Prof. Sharmila Banerjee (CU), Dr. Pranab Krishna Chanda, Principal, Siliguri B.Ed. College, the District Project Office and all staff of DPO, SSA, Jalpaiguri, the SI s of schools in Jalpaiguri, the enumerators and supervisors, and the Principal and staff of DIET, Jalpaiguri for their contribution in completing the study.

Dr. Urmi Chakroborty, Smt. Anasuya Raychaudhuri, Sri Saswata Samanta and Sri Nilanjan Bala, Research Fellows of SCERT, have worked hard in carrying out the study and in giving shape to this report.

We are thankful to the State Project Director, West Bengal Sarva Shiksha Mission for the financial support extended to this research work.

We earnestly hope that this report will create a platform for further activities in the region of survey.

This report will also be available at our PORTAL (www.scertwestbengal.org).

Rathindranath De
Director, SCERT (WB)

LIST OF TABLES

EXECUTIVE SUMMARY OF THE REPORT

■ The present study is an attempt to identify the areas in which children belonging to SC/ ST and Minority group and Children With Special Needs (CWSN) need educational support in the selected Blocks of a particular district of West Bengal, namely, Jalpaiguri. It was felt that such a Survey would facilitate identification very specifically of the reasons of dropout, poor completion rate, low achievement, etc. It would also help SCERT (WB) to suggest interventions that would specifically cater to the needs of our target groups in the light of Universalisation of Elementary Education.

■ Initially, three questionnaires were developed at SCERT (WB), the respondents being

- Head teachers of primary and upper primary schools
- Community Members (members of Gram Panchayats, Gram Samsads, Village Education Committees, Ward Education Committees, etc.)
- Guardians.

■ These questionnaires were discussed thoroughly at a district level workshop held at DIET, Jalpaiguri on 14-15 March 2005. In this workshop another target group was decided on, the students, and a suitable questionnaire was developed.

■ The four questionnaires were finalised after consultation with experts in Sociology, Anthropology and Statistics in August 2005. The final versions were translated into Hindi as well.

The questionnaires contained questions with multiple choices, Yes/No type questions, open-ended questions and questions with ranked responses. Personal opinions on various issues were also sought.

■ A detailed plan of the Survey was laid out in a meeting organized at DIET, Jalpaiguri on 23rd August 2005. In this meeting the modalities of carrying out the survey in different blocks were discussed at length by the Director, SCERT (WB), the DPO, DDPO, SSA District Project Office, Principal, DIET, Jalpaiguri and NBU faculty.

The questionnaires were discussed thoroughly with the surveyors and supervisors who attended the meeting. In all, 42 surveyors and 8 supervisors from 41 Gram Panchayats (of 5 blocks of Jalpaiguri district) participated in the meeting. It was decided that the survey would be carried out in 5 blocks of the district, namely, Malbazar, Matiali, Nagrakata, Madarihat and Kalchini.

■ The details of the survey were worked out as follows:

i) The survey would be conducted in three schools from each Gram Panchayat. Two of the selected schools would be Primary Schools and the remaining one would be an Upper Primary school.

ii) Twenty (20) students of the Upper Primary Schools and the twenty (20) of the Primary Schools would be taken up as samples from each G.P.

iii) Five (5) guardians each of students of Primary and Upper Primary schools would be given the questionnaires for recording their responses.

iv) One VEC/MC members in the capacity of the President or Panchayat Nominee would be contacted.

v) It may be noted that in case of the G.P.s where no Upper Primary School existed, twenty students studying in the Upper Primary schools of other G.P.s would be taken up as samples.

■ The finalized Hindi and Bengali versions of the questionnaires were printed at Jalpaiguri. On 8th September, the surveyors of Malbazar, Matiali and Nagrakata blocks received the questionnaires and on the next day these were distributed among surveyors of Madarihat and Kalchini. In all, 42 surveyors and 8 supervisors were engaged for the survey with the active support of SSA, DPO, Jalpaiguri.

■ The **guidelines** of the survey were:

i) Each surveyor would conduct the survey in one school (primary or upper primary) in each G.P. This would be the **main study school.**

ii) Each surveyor would visit and interview:
- ➢ One community member
- ➢ Head of the main study school
- ➢ Guardians of five students each from primary and upper primary schools
- ➢ Twenty students each from primary and upper primary schools.

iii) Moreover, each surveyor would fill in 2 sets of questionnaire for Head teachers in a distant location in the G.P.

■ The survey was completed within the first week of November 2005. In all 125 schools were covered, of which 91 were Primary schools, 6 were Upper Primary and 28 High schools.

■ The total number of respondents interviewed under each group were:
- ➢ Community members – 80
- ➢ Head Teachers – 48
- ➢ Guardians – 400
- ➢ Students – 200

■ ENROLMENT - The **total enrolment** is much higher in class VIII than in class V. This can be explained by the fact that in a particular area, the number of upper primary schools is much less than that of primary schools. Therefore, several primary schools feed one high school.

In Madarihat block, the total enrolment increases in class VIII, whereas other blocks show steady decrease in enrolment from class V to class VIII.

■ The percentage of enrolment of **ST boys and girls** is highest among all categories in all the blocks at the primary level, especially in Matiali block.

The percentage of enrolment of **ST boys** decreases sharply at upper primary level in Matiali block.

The percentage of enrolment of **ST girls** also goes down dramatically in all the blocks at the upper primary level, except in Nagrakata and Kalchini blocks.

Percentage of enrolment of **SC girls** goes up at the upper primary level in Malbazar, Matiali and Madarihat block but goes down in Nagrakata and Kalchini blocks. In case of boys decrease of percentage at the upper primary level occurs in Matiali and Madarihat blocks.

The enrolment of boys belonging to **general** category increases or remains almost the same at the upper primary level. This applies to girls' enrolment too but for Malbazar block.

Enrolment of both **minority girls and boys** increases significantly at the upper primary level in Matiali block.

■ DROPOUT - At the primary level, maximum dropouts are seen among **ST boys and girls** in all the blocks except Nagrakata block. The percentage of dropout among these children comes down at the upper primary level in all the blocks except Nagrakata block.

Percentage of dropout of **SC boys and girls** increases sharply at the upper primary in all blocks except Kalchini block.

Nagrakata block depicts largest percentage of dropout for **minority boys and girls**. In case of **general boys**, the dropout at the upper primary level increases in Matiali, Madarihat and Kalchini blocks. For **general girls**, the dropout increases in Matiali, Nagrakata and Kalchini blocks.

■ REASONS OF DROPOUT - The VEC members in Malbazar, Matiali and Nagrakata blocks pinpoint **engagement in household chores** as the major reason for dropout. In Madarihat block **great distance of school** appears to be the major deterrent to regular attendance and in Kalchini block **engagement in family occupation** is the major reason for dropout.

Interestingly, majority of guardians state that the major reason for dropout in Matiali, Madarihat, Nagrakata and Kalchini is their **wards' lack of interest in studies**. The guardians of Malbazar block alone support the view of VEC members in that children are forced to stay away from schools owing to their engagement in household chores.

The VEC members and guardians of Nagrakata block differ in their views on migration being one of the major reasons for causing dropout.

■ ATTENDANCE - Of all the blocks, the students of both primary and upper primary levels are most irregular in **Madarihat** block. The primary reason emerges to be **great distance of schools** at primary level and **performance of household chores** at the upper primary level. This block also depicts taking care of domestic animals at both the levels and repeated failures in examinations at the upper primary level as factors that make children stay away from schools.

Performing of household chores and **taking care of siblings** are the two main reasons contributing to irregularity in attendance in all the blocks.

Lack of family support is one of the reasons for irregular attendance in Malbazar and Kalchini blocks at the primary level and in Matiali block at the upper primary level.

■ ACHIEVEMENT LEVEL OF THE STUDENTS - The maximum percent of students of classes I-IV secure C (51%-65%), D (36%-50%) and E (20%-35%) Grades. In case of students of classes V-VIII, the maximum percentage score C (34%-60%) and D (less than 34%) Grades.

CHAPTER-I

A) INTRODUCTION

The process of increasing knowledge, skill and capabilities of all the people in a society is called Human Resource Development. It is a continuous and developmental process and can be achieved by a systematic method leading to motivation and commitment within the people. The development of Human Resource requires adequate provision of health services, opportunities for education, family welfare facilities and so on, which are essential determinants of the quality of life. However, among all the determinants, education deserves special attention contributing most to the development of human resource.

Education should enable an individual to acquire essential '*learning tools (such as literacy, oral expression, numeracy and problem solving), basic learning contents (knowledge, skills, values and attitudes) required by human beings to be able to survive, to develop their full capabilities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning' (World Declaration of Education For All, Jomtien, Art-1, Para-1).* The World Conference at Jomtien (March 1990) was cosponsored by UNDP, UNESCO, UNICEF, World Bank and later UNFPA and presented a global consensus on an expanded view of basic education.

We present here few more references on this particular issue at the International level:

- Education was declared as a basic right of all people in Universal Declaration of Human Rights adopted by the General Assembly of the United Nations in 1948.
- Again in the year 1959 education was declared as a right of every child in declaration on the rights of the child adopted by General Assembly of the United Nations.
- In the International Conference on Population and Development (Cairo), 1994, participants called for the provision of universal access to high quality primary, technical and non-formal education by 2015 with an emphasis on girls education.
- The basic learning needs were echoed in the Delors Commission Report (Learning: The Treasure Within; 1996) as *(a) learning to know, (b) learning to do (c) learning to live together, and (d) learning to be.*

When India attained Independence and began its 'tryst with destiny' on 15th August 1947, the visionaries of new India dreamt of a country where everyone would be equal. Education was deemed to be the instrument of bringing about equality of opportunities and social justice. The provision of free and compulsory education to all the children up to 14 years of age was a Directive Principle of the Indian Constitution adopted in 1950. Article 45 of the Indian Constitution states that the State shall endeavour to make education free and compulsory for all children up to 14 years of age within ten years from the adoption of the Indian Constitution in 1950. Since then efforts are on to bring education of quality within the reach of all overcoming the social barriers of caste, creed and sex.

The Education Commission (1964-66) discussed in detail the different aspects of education and linked it to national development. The report of the Commission states, "*One of the important social objectives of education is to equalize opportunity, enabling the backward or underprivileged classes or individuals to use education as a lever for the improvement of their condition. Every*

society that values social justice and is anxious to improve the lot of common man and cultivate all available talent, must ensure progressive equality of opportunity to all sections of the population. This is the only guarantee for the building up of an egalitarian and human society in which the exploitation of the weak will be minimized." (p. 108)

The Education Commission has identified six reasons of inequality of opportunities, namely:

1. Inadequate access
2. Poverty
3. Differences in the standards of schools and colleges
4. Differences in home environments
5. Gender disparity
6. Disparity between advanced and backward classes

The Commission also speaks about the education of 'handicapped' children on the grounds of humanity and utility. According to it, "*Proper education generally enables a handicapped child to overcome largely his (or her) handicap, and makes him into a useful citizen. Social justice also demands it.*"(p. 123)

The National Policy of Education (NPE; 1986) and its Plan of Action (POA; 1992) emphasized upon Universal Elementary Education (UEE) the thrust of which is laid upon (1) universal enrolment and universal retention of children up to 14 yrs of age. (2) a substantial improvement in the quality of education. The National Policy of Education (NPE; 1986) clearly states that, " *To promote equality, it will be necessary to provide for equal opportunity for all, not only in access but also in the conditions of success. ....The purpose is to remove prejudices and complexes transmitted through the social environment and accident of birth.*"

In our country several efforts were taken to ensure 'education for all'. The 1990s saw a flurry of programmes like National Literacy Mission, Mahila Samakhya, Operation Blackboard, District Primary Education Programme, Non-formal Education, Shikshakarmi Project, Lok Jumbish Project, etc. At the national level also there was an increasing popular demand for access to education. Thus guaranteeing elementary education for all children became a constitutional duty for the government.

The National Policy of Education (1986) after many reviews in subsequent years resulted in the Programme of Action in1992. It made the following recommendations:

I) Education of SCs and STs

a) <u>Centrally Sponsored Scheme</u>: A number of schemes are for the SCs, STs and other backward sections. These are:

1. Post-Matric Scholarships
2. Grants-in-aid to voluntary organisations
3. Pre-Matric Scholarships
4. Book Banks
5. Boys' and Girls' Hostels

6. Coaching and allied schemes
7. Special educational development programme for girls belonging to SCs of very low literacy levels
8. Educational complex in low literacy pockets for development of women's literacy in tribal areas.
9. Opening of schools in every habitation
10. Running of Non-Formal Education (NFE) centres and adult education centers
11. Operation Blackboard
12. Upgradation of merit of SC / ST students
13. Reservation in educational institutions.

b) <u>Elementary Education</u>

i) Access and Enrolment

- In opening primary and upper primary schools, priority would be given to the needs of SC habitations and hamlets. As far as possible pre-primary section will be an integral part of such schools.
- Every ST habitation would be provided with a primary school or other suitable institution before the end of the Eighth Five Year Plan.
- In tribal areas, pre-school education (through Balwadis), non-formal education, elementary education and adult education will be organically linked and integrated to ensure achievement of total literacy of the entire population.
- For SC children access and enrolment will be assured primarily in the formal school. Where SC children are not able to attend the formal school provision for non-formal and distance education centers will be made.
- It will be the responsibility of the teachers to organise drives at the beginning of every academic session to enroll all school-age children especially girls belonging to these sections. Active assistance of voluntary agencies and local communities shall be taken. Traditional and folk media can be very effective in this regard.

ii) Participation

- Adequate incentives will be provided for the children in the form of scholarships, uniforms, textbooks, stationery and mid-day meals.
- All schools, NFE centers and pre-school centers in SC / ST habitations will have infrastructural facilities for Operation Blackboard and MLL.
- Operation Blackboard shall cover within a period of two years all schools in SC /ST areas irrespective of the date on which the school was set up.
- The indigent families among SC / ST will be given incentives to send children, particularly girls, to schools.

iii) Achievement

- Children from tribal communities will be taught through the mother tongue in the earlier stages in primary school. Teaching / learning material in the tribal languages will be prepared providing for a transition to the regional language by class III.

- The home language of children of SC / ST may be different from others. Therefore, standard teaching / learning material will be rewritten to make them intelligible to the SC / ST children especially in areas where the standard language and the learners' dialect are different.
- It will be ensured that MLL already set up for primary schools will be achieved, that the necessary standards of the three R's are acquired by all children in SC / ST communities. Effective methodologies for measurement of MLL will be implemented.

II) Education of the Handicapped

The Revised National Policy on Education (1992) has recommended that 'the objective should be to integrate physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. The following measures will be taken in this regard:

i) Wherever it is feasible, the education of children with major handicaps and other mild handicaps will be common with that of others;

ii) Special schools with hostels will be provided as far as possible at district headquarters for the severely handicapped children;

iii) Adequate arrangements will be made to give vocational training to the disabled;

iv) Teachers' training programmes will be re-oriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children;

v) Voluntary effort for the education of the disabled will be encouraged in every possible manner.

A landmark change in policy at the national level occurred under the advice of the Hon'ble Supreme Court, which expressed firmly that to guarantee Education for All, right to elementary education should be regarded as a fundamental right in the same breath with other fundamental rights. In 1993 there was an important judgment offered by the Supreme Court of India in a case between the state of Andhra Pradesh and Unnikrishnan on elementary education, which virtually declared education as fundamental right. The Indian parliament adopted the 86th amendment of the constitution in 2002, where free and compulsory education to all children of the age of 6-14 years came under the chapter of fundamental right in the form of Article 21(A). However, the amended provision prescribed the minimum age of 6 years, which was not there in the earlier provision under the Directive Principle of State Policy (Article 45).

With this advice of the Supreme Court, Universalisation of Elementary Education (UEE) gained in pace and strength through the participation of the community. The movement in this direction of the U.E.E is known as 'Sarva Shiksha Abhiyan' (SSA).

SSA is an effort to universalize elementary education (by community ownership of the school system) with a clear time frame. SSA aims to provide useful and relevant elementary education for all children in the age group of 6-14 years by 2010. There is also another goal - to bridge social, regional and gender gap with the active participation of the community in the management of schools (Source: SSA Framework for Implementation; MHRD)

Several studies have revealed that children belonging to SC/ ST/ Minority and other groups are generally deprived of access to quality education. The National Curriculum Framework, 2005 observes that, "*Hierarchies of caste, economic status and gender relations, cultural diversity as well as the uneven economic development that characterize Indian society also deeply influence access to education and participation of children in school. This is reflected in the sharp disparities between different social and economic groups, which are seen in school enrolment and completion rates.*" Accordingly, measures for the education of the SC/ST, Minorities and of the physically and mentally challenged children featured in the agenda and programmes of action of the Sarva Shiksha Abhiyan.

The SSA Framework for Implementation (MHRD) declares that "there would be a focus on the inclusion and participation of children from SC / ST, minority groups, urban deprived children, children of other disadvantaged groups and children with special needs, in the educational process."

As for education of children with special needs, the document further states, "SSA will ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment." A host of interventions have also been presented in the document.

B) RATIONALE OF THE PROJECT

In the light of the discussion in the preceding pages, it was felt at SCERT (WB) that a study might be taken up in which an attempt will be made to identify the areas in which children belonging to SC/ ST & Minority group and CWSN need support in the selected Blocks of a particular district of West Bengal, namely, Jalpaiguri. This district stands out among the districts of West Bengal for its high population of Scheduled Castes and Scheduled Tribes.

The basic objectives that were kept in mind while taking up the project were:

- To find out the status of enrolment, attendance, dropout and achievement among elementary level students in these blocks.
- To find out the reasons behind irregular attendance and dropout.
- To identify measures suggested by community and guardians for reducing dropout and improving attendance.
- To find out the educational needs of the elementary level students of the specified blocks.

In short, through this survey SCERT (WB) intended to assess the present situation in terms of future perspectives.

In the following pages we have presented a picture of the district Jalpaiguri and the five blocks selected for the survey.

C) ABOUT THE DISTRICT

The river Bhagirathi divides West Bengal into two halves – the North & the South Bengal. There are six districts in the northern half of Bengal, which is known as 'North Bengal', or 'Uttarbango' in Bengali. Jalpaiguri is the most attractive among the hexagon with all its flora and fauna. This place is also known as 'Dooars'. The Bhutan Hills is the background of this green extravagance. Jalpaiguri stands longitudinally at 88 degree 43 minutes and latitudinally at 28 degree 32 minutes .The total geographical area of the district is 6227 square kilometer, out of which, 1790-square kilometer is dense green forest.' In terms of the total geographical area, Jalpaiguri is the largest district of North Bengal and ranks fourth among all the districts in West Bengal.

In the year 1865 on 11th November the Kingdom of Bhutan signed the " Treaty of Sinchula" with British Empire of India and " Dooars" came under the Queen's flag. In the year 1869, Jalpaiguri Sadar was established in Fakirgram. From then there was no looking back. Three 'Ts' *i.e. "Tea, Timber, Tobacco "- these three cash crops worked as the base structure of this diverse* foundation. Recently another 'T' i.e. ' Tourism' added luster to this triad and thus formed a 'T Quartet'. In 1876, Mr. R. Hogton established the first Tea plantation at Gajaldoba. There are 184 large tea plantations at present in Jalpaiguri.

According to Botanical Survey of India, there are more or less 3200 kinds of trees, which can be found in the forests of the North Bengal. In Jalpaiguri alone these amount to near about 2000 kinds. In this forest there are more or less 700 varieties of animals. There are about 188 rivers, which criss-cross through different parts of this district. Among the 25 large rivers, Teesta, Torsa, Jaldhaka, Raidak, Sankosh, Jayanti; Gatia, Pana, Titi, Karola, Diana are to name a few and famous.

According to the West Bengal Human Development Report 2004, Annexure-3 Page 221, the district of Jalpaiguri shows the following demographic trends-

i) Total Population – 3403204 (2001 census)
ii) Population density (Population per square km.) - 547(2001 census)
iii) Urban population – 603847 (17.74%)
iv) Rural Population – 2799357 (82.26%)
v) S.C. Population – 1207488 (35.48%)
vi) S.T. Population - 604447 (17.76%)
   a) Rava Tribe –11072
   b) Toto Tribe – 1184
   c) Mech Tribe- 26987

There are 3 subdivisions in Jalpaiguri with 13 Blocks. Jalpaiguri has 4 municipalities and 146 Gram Panchayats, 734 villages, 774 mouzas and 2127 gram samsads. Among them, Rajganj, Moinagudi, Falakata and Dhupgudi are SC blocks and Nagrakata. Madarihat, Kumargramduar, Malbazar and Kalchini are ST blocks.

According to the West Bengal Human Development Report 2004, Annexure 5, Page-223, the district of Jalpaiguri shows the following educational trends –

I) Place of Residence Rural/Urban – 82.1%
II) Male Literacy rate – 73.64%
III) Female Literacy rate – 52.90%
IV) ST Male literacy rate – 31.69%
V) ST Female literacy rate – 12.52%
VI) SC Male literacy rate – 54.82%
VII) SC Female literacy rate – 26.57%

And according to the Annual Report, 2004-05, of School Education Department, Govt. of West Bengal, Page –51,

	Children of 5+ to 8+ years of age	**Children of 9+ to 13+ years of age**
Stage	Primary	Upper Primary
Population (in lakh)	3.91	4.16
No. of Primary Education Circles	30	
No. of schools	2031 (Govt. Primary)	352 (Govt / Govt. aided)
No. of Teachers	7111 (Govt. Primary) (Male-4987, Female-2124)	2672 (Male-1571, Female-1101)
Total enrolment (Overall)	526105	273839
Net enrolment (overall)	376392	264435
GER (overall)	134.41	65.82
NER (Overall)	96.16	63.56
No. of Trained Teachers	5260 (Male –3689, Female-1571)	2080 (Male –1384, Female- 696)
No. of Total Untrained Teachers	1851 (Male- 1298, Female- 553)	592 (Male 265, Female- 327)

According to the Annual Report 2004-05, School Education Department, GoWB, Page 57, the supervision and monitoring set up (primary and secondary collectively) for education of Jalpaiguri district is as follows: -

i) Total No. of School Inspectors – 37
ii) Total No. of Additional Inspectors – 17
iii) Total No. of Additional District Inspectors – 2
iv) Total No. of District Inspectors – 2

Thus, after this short showcasing of the district of Jalpaiguri, we can perhaps be able to pronounce that this district in the Northern part of West Bengal, has its own special characteristics in terms of its history, geography, socio-economic vulnerability, population composition, dialects spoken, economic activities and socio-cultural mix.

D) ABOUT THE BLOCKS

The following information about the five blocks in which the survey was conducted, was downloaded from the website **7thsurvey.ncert.nic.in** (as on 30.09.2002).

TABLE – I A
Number of Schools belonging to different Categories

Block	Primary Schools	Upper Primary Schools	Secondary Schools	Higher Secondary Schools	Total no. of schools
Malbazar	154	6	7	3	170
Matiali	66	2	4	1	73
Madarihat	90	6	7	4	107
Nagrakata	52	2	5	1	60
Kalchini	94	3	8	4	109

TABLE – I B
Availability of Schooling Facilities in Habitations at Primary and Upper Primary Stages

Block	Total no. of Habitations	Number of Habitations having Schooling Facility at: Primary Stage			Upper Primary Stage		
		Within them	Within 1 km.	Beyond 1 km.	Within them	Within 3 km.	Beyond 3 km.
Malbazar	335	142	126	67	15	87	233
Matiali	131	60	33	38	7	10	114
Madarihat	224	85	116	23	15	102	107
Nagrakata	100	48	35	17	8	41	51
Kalchini	108	76	21	11	15	38	55

TABLE – I C
Teachers in Primary Schools

Block	Full-time Teachers			Para-teachers			Part-time Teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Malbazar	301	67	368	0	0	0	0	0	0
Matiali	104	39	143	0	0	0	0	0	0
Madarihat	172	72	244	3	4	7	0	0	0
Nagrakata	83	27	110	0	0	0	0	0	0
Kalchini	127	68	195	2	2	4	0	0	0

TABLE – I D

Teachers in Upper Primary Schools

Block	Full-time Teachers			Para-teachers			Part-time Teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Malbazar	13	10	23	0	0	0	0	0	0
Matiali	5	4	9	0	0	0	0	0	0
Madarihat	16	10	26	0	3	3	0	0	0
Nagrakata	6	5	11	0	0	0	0	0	0
Kalchini	10	4	14	0	0	0	0	0	0

The above four Tables, along with the data presented in the preceding section, give us a preliminary idea of the educational scenario of Jalpaiguri district and the selected five blocks in which the survey was carried out.

CHAPTER-II

THE PROCESSES INVOLVED: REVISITING THE EVENTS OF THE PAST

1. *The Beginning*:

A set of three questionnaires was initially developed in-house at SCERT (WB). These were designed for

- Head teachers of primary and upper primary schools
- Community Members (members of Gram Panchayats, Gram Samsads, Village Education Committees, Ward Education Committees, etc.)
- Guardians.

The Head teachers were selected to be one of the target groups as it was felt that they would be the best persons to throw light on attendance, retention, achievement, problems faced in these areas, involvement of guardians and community, etc.

The inclusion of community members was based on the fact that Sarva Shiksha Abhiyan entailed extensive community participation in order to ensure Universalisation of Elementary Education.

Guardians decide the course of their wards' lives, ultimately affecting the education of the children. Therefore, they too, were chosen as one of the target groups.

2. *Evaluation of the Questionnaires at the district level*

A two-day workshop was held by SCERT (WB) at DIET, Jalpaiguri situated at Belakoba on 14th and 15th March 2005. It was attended by the present and former Chairmen of DPSC, Jalpaiguri, Professors from the Departments of Anthropology and Sociology of University of North Bengal, Resource Persons from SSA, faculty from B.Ed. College and DIET, Jalpaiguri and teachers of nearby schools. The Director, SCERT (WB) guided the proceedings of the workshop and helped it attain a definite shape. Three faculty members of SCERT (WB) also participated in the workshop.

On the first day there was extensive discussion on

- provisions suggested in NPE for children belonging to SC/ST/minority communities and for children with special educational needs
- two studies conducted on minority education and in tea gardens by NBU
- necessity of such a survey in the context of Universalisaion of Elementary Education.

It was felt that such a Survey would facilitate identification very specifically of the reasons of dropout, poor completion rate, low achievement, etc. It would also help SCERT (WB) to plan innovations in curricular transactions that would specifically cater to the needs of our target groups.

The House decided that there should be four target groups. The voice of students should also be heard. So on the second day the three questionnaires prepared at SCERT for Head Teachers, Community Members and Guardians were thoroughly discussed by three different groups. A fourth group developed a questionnaire for students. The suggestions of all the groups were meticulously noted down.

3. *Finalisation of the Questionnaires*

The four questionnaires were revised at SCERT (WB) taking into account the suggestions arising from the abovementioned workshop. These were then evaluated by experts in Sociology, Anthropology and Statistics. Their valuable opinions were incorporated and the questionnaires were given a final shape in August 2005. The final versions were translated into Hindi as well, as a sizeable number of the inhabitants of the district are Hindi speaking.

The questionnaires contained questions with multiple choices, Yes/No type questions, open-ended questions and questions with ranked responses. Personal opinions on various issues were also sought.

4. *Working out of the details of the Survey*

In a bid to chalk out a detailed plan of the Survey, a meeting was organized at DIET, Jalpaiguri on 23rd August 2005. In this meeting the Director, SCERT (WB) discussed at length the modalities of carrying out the survey in different blocks with the DPO, DDPO, Research Coordinator and Community Mobilisation Coordinator from SSA District Project Office, Principal, DIET, Jalpaiguri and NBU faculty. Two Research Fellows of SCERT assisted the Director in conducting the meeting.

The questionnaires were discussed thoroughly with the surveyors and supervisors who attended the meeting. In all, 39 surveyors and 7 supervisors from 43 Gram Panchayats (of 5 blocks of Jalpaiguri district) participated in the meeting. The surveyors were instructed on how to conduct the survey and all their queries pertaining to the survey were met with. It was decided that the survey would be carried out in 5 blocks of the district, namely, Malbazar, Matiali, Nagrakata, Madarihat and Kalchini. The details of the Blocks and the Gram Panchayats selected therein are given below:

BLOCK	GRAM PANCHAYAT	BLOCK	GRAM PANCHAYAT
MALBAZAR	Changmari	KALCHINI	Malangi
	Teshimla		Meddabari
	Kumlai		Satali
	Moulani		Latabari
	Rangamati		Dalshimpara
	Kranti		Kalchini
	Chapadanga		Chunapara
	Rajadanga		Rajabhatkhaoa-I
	Lataguri		Rajabhatkhaoa-II
	Dumdim		Joygaon - I
	Odlabari		Joygaon - II
	Bagrakote		
MADARIHAT	Lankapara	MATIALI	Matialihat
	Birpara – II		Matiali Batabari - I
	Sishughumra		Matiali Batabari - II
	Rangalibazna		Bidhannagar
	Bundabari		Indong-Matiali
	Hantapara	NAGRAKATA	Angrabhasha - I
	Totopara		Angrabhasha – II
	Khayerbari		Champaguri
	Madarihat - IV		Shulkapara

It may be noted that the survey was actually carried out in 41 Gram Panchayats.

The details of the survey were worked out as follows:

1. The survey would be conducted in three schools from each Gram Panchayat. Two of the selected schools would be Primary Schools and the remaining one would be an Upper Primary school.
2. Twenty (20) students of the Upper Primary Schools and the twenty (20) of the Primary Schools would be taken up as samples from each G.P.
3. Five (5) guardians each of students of Primary and Upper Primary schools would be given the questionnaires for recording their responses.
4. One VEC/MC members in the capacity of the President or Panchayat Nominee would be contacted.
5. It may be noted that in case of the G.P.s where no Upper Primary School existed, twenty students studying in the Upper Primary schools of other G.P.s would be taken up as samples.

5. Reaching the Blocks

The finalized Hindi and Bengali versions of the questionnaires were printed at Jalpaiguri. Two dates were finalized for distribution of the questionnaires among the surveyors- 8^{th} and 9^{th}

CHAPTER -III

ANALYSIS OF THE DATA COLLECTED

A) The Views of the VEC Members

VEC members were interviewed to identify special educational needs, if any, of the children belonging to SC/ ST & Minority group and Children With Special Need (CWSN) in the selected Blocks of Jalpaiguri district. In the present survey VEC members played a key role and offered their opinions, perceptions and thoughts about education of children in their locality. Surveyors spoke to the VEC President, Secretary and members to gather information on the educational scenario of a particular Gram Samsad and extensive discussions were held.

1. Access to Educational Institutions in the Blocks

In the present study the following **educational scenario** was found in the specified GPs of the 5 selected Blocks.

TABLE-1

No. of institutions for children (in the age group 5+- 13+) under present study

Type of Institution	Malbazar	Matiali	Madarihat	Nagrakata	Kalchini	Total
Primary School	13	7	10	6	14	50
Secondary School	6	2	3	4	3	18
Higher Secondary School	2	1	-	2	1	6
Madrasah	-	-	1	-	-	1
Sishu Shiksha Kendra (SSK)	8	4	6	3	8	29
Madhyamik Shiksha Kendra (MSK)	-	1	-	-	1	2
Bridge Course Centre (Pry)	2	-	1	1	-	4
Bridge Course Centre (Up Pry)	-	-	-	-	-	-
Rabindra Mukta Vidyalaya (RMV) centre	-	1	-	-	-	1
Others	-	1	2	4	-	7
Total	**31**	**17**	**23**	**20**	**27**	**118**

Table-1 clearly depicts that

- Kalchini block has the highest number of primary schools (14) and Nagrakata the least (6). The five blocks have 50 primary schools in total.
- Malbazar block has the highest number of secondary schools (6) out of the total 18 schools in the 5 blocks.
- There is no Higher Secondary school in Madarihat block.
- There is only 1 Madrasah in the five blocks and that is located in Madarihat block.
- The total number of Shishu Shiksha Kendras in the five blocks is 29.
- At the Upper Primary level, the institutions under Alternative Education Scheme are very few in number. There are only 2 MSKs (one each in Matiali and Kalchini blocks), one RMV centre (in Matiali block) and no Bridge Course Centres in any of the blocks. 4 Primary Bridge Course Centres can be found in Malbazar, Nagrakata and Madarihat blocks.
- The other institutions include private and/or English medium schools.

2. Occupational pattern in the blocks

Data on occupational pattern, as gathered from VEC members, has been consolidated in Table-2.

TABLE-2

Occupational Pattern in the Blocks

Occupation	Malbazar	Matiali	Nagrakata	Madarihat	Kalchini
Cultivation (Own land)	2	1	2	2	2
Migration for earning			3		3
Service		3			
Small Business	3	3	3	3	3
Forest products					3
Tea garden related jobs	3	3	1	1	
Agricultural Labour	3		3	3	1
Daily Wage earner	1		3	3	3
Animal Husbandry				3	
Mason/ Goldsmith/ Blacksmith/ carpenter				3	
Van/Rickshaw-puller		3	3		

(Here **1** denotes frequency of responses occurring within 75-100 %; **2** denotes the same for 50-74% and **3** denotes 25-49% responses).

The following points are highlighted by Table-2:

- Maximum number of people works as daily labourers in Malbazar block.
- In the same block next highest is the number of people who earn livelihood by cultivating their own land.

- Cultivation in own land is the major source of income for majority of the population in Matiali.
- There is a similarity in the occupational pattern of inhabitants of Madarihat and Nagrakata blocks where most of them are engaged in tea garden related jobs.
- Majority of the inhabitants at Kalchini Block work as agricultural labourers and do not possess land of their own.
- Apart from the occupations mentioned above, people in these blocks are found to be engaged in service sector, small businesses, animal husbandry, masonry, collection and sale of different forest products, pulling of vans / rickshaws etc.

3. Out of School Children: Finding out the Reasons

Opinion was sought from the VEC members regarding the reasons behind huge number of OOSC in the selected blocks. Their opinions are presented in Table – 3.

TABLE – 3 (Data in %)
Reasons of OOSC (Observations of VEC members)

Reasons	Malbazar	Matiali	Nagrakata	Madarihat	Kalchini
1. Far away schools	-	-	26	43	13
2.Migration for earning			17	-	-
3.Engagement in household chores	58	53	57	31`	18
4.Engagement in family occupation	24	-		24	60
5.Insecurity of Child	-	-	-	-	-
6.Lack of space in classroom	-	-		-	6
7.Lack of proper arrangement for CWSN	-	-	-		-
8.Other Reasons	18	47	-	2	3

We get the following information from Table –3:

- In Malbazar, Matiali and Nagrakata blocks, more than 53% of children are out of school according to the present study. The VEC members feel that this is due to the fact that children help in *household chores*. Such activities include cooking, taking care of younger siblings, fetching water, cultivating land and so on. In the other two blocks also, i.e. Madarihat and Kalchini, this emerges to be a deterrent to attendance in schools.
- Moreover, the data indicate that another considerable portion of children is out of school as they are engaged in *family occupations* that include working in tea gardens, animal husbandry etc. in order to increase the family income. In fact, this is a cause of major concern in Kalchini block accounting for 60% of out of school children.
- In Madarihat block, the major cause for most of the children (43%) remaining out of school comes out to be the *great distance of schools*. In this hilly region, accessibility of schools poses a problem. This is a major problem in Nagrakata and Kalchini blocks as well.

- It was observed that 18% of children in Malbazar block and 47% of children in Matiali block are out of school for several *other reasons* like children do not find interest in studies, do not get support from guardians to study, girls are married off early, guardians are unable to buy educational accessories, etc
- *Migration* has also been mentioned as a substantial reason for drop out at Nagrakata Block arising from closure of many tea gardens. The resulting financial crisis leads the elder members of the family to migrate for earning and the children (17%) also have to move along with them. In the process education takes a backseat. The children lose interest in studies and finally leave school for good.
- In Kalchini block, *lack of space in classrooms* was stated as one of the causes.
- In any of the blocks, *insecurity of the child* or *lack of proper arrangement for CWSN* was not cited as a reason for keeping children out of school, although these options were included in the questionnaire.

4. Awareness Programmes and role of Voluntary Organisations

The VEC members gave a mixed response to the extent and kind of activities that were carried out for creating community awareness in the fields of science, education, health etc. The salient points that emerged from these discussions are:

- In Malbazar such activities are successfully carried out whereas in other blocks the picture is not so encouraging. The least encouraging response was obtained from Kalchini block. Most of the awareness programmes were based on science related activities.
- In Malbazar block, voluntary organizations played a definite role in conducting awareness programmes for the target groups.

Problems: The following problems were cited by the VEC members that posed hindrances in the path of successful implementation of UEE:

- Lack of awareness among guardians regarding the importance of education.
- Poverty made guardians give less priority to education.
- Problem of access especially at upper primary stage.
- Deficiencies in school infrastructure that included insufficient number of teachers, insufficient space in classrooms, inadequate toilet and drinking water facilities and other maintenance related problems.

Recommendations: Under such circumstances the VEC members recommended:

- More awareness programmes to be held in the community so as to involve the community in a real sense and to a greater degree.
- Better monitoring of the classroom practices to improve the situation.
- Reduction of the curricular load for the rural pupils. This would enhance participation.
- Improved teaching techniques and frequent use of TLMs. These may encourage the children to attend schools.

B) The Responses of the Head-teachers

It was felt that opinions and observations of Head-teachers would be of immense importance especially regarding the issue of School Drop Outs. In this regard a separate interview schedule was prepared in order to collect opinions of Head Teachers of primary and upper primary schools in these 5 Blocks.

1. School Environment & Infrastructure

School environment is an important aspect for ensuring the students' enrolment and retention in the school. A proper school environment may prevent the school drop out rates. Healthy school environment includes not only separate, well illuminated and well ventilated classroom for each class but also proper arrangement of drinking water, toilets, girls' toilets (especially at Upper Primary level), open space or play ground and so on. While interviewing the Head Teachers, these issues was raised before them during this survey.

The data collected in this regard are placed in Table-4 in a consolidated fashion.

TABLE-4 (Data in %)
Information on Toilet/ Drinking Water & Ramp in Schools

Block	Availability of Toilets	Availability of Girls' Toilets	Drinking Water	Ramp Facility
Malbazar	64	58	86	61
Matiali	67	60	86	40
Madarihat	63	63	50	27
Nagrakata	75	75	83	50
Kalchini	52	51	45	34

It has been found from the obtained data that:

- 75% schools in Nagrakata block offer toilet facility for students and separate toilets for girl students too. But in case of Kalchini block 52% schools have toilets for all students and 51% for girls. In the other 3 blocks the range of schools having toilet facility within the premises falls between 63% to 67% of the cases.
- Arrangement of drinking water is available in 86% schools of both Malbazar and Matiali blocks and in 83% schools of Nagrakata block. But only 45% schools in Kalchini block and 50% schools in Madarihat block offer this facility to students.
- Ramp is a prerequisite for children with special needs (CWSN) to attend school. 61% schools in Malbazar, 50% schools in Madarihat, and 40% schools in Matiali blocks have this facility. On the other hand, most of the schools in Kalchini (66%) and Nagrakata (73%) blocks lack this opportunity.

The SIs and SSA District officials of these two particular blocks were contacted on this matter. It was understood that vacancy in the Junior Engineer post, particularly during the period 2003-2005, gave rise to such a situation. Since November 2005 the construction of

TABLE-6

General Information on Status of Trained Teachers in the Schools visited during the Survey

Block	No. of Primary Schools visited	No. of High Schools Visited	% of Trained Teachers	% of Untrained Teachers
Malbazar	26	10	70	30
Matiali	11	4	62	38
Madarihat	23	7	62	38
Nagrakata	10	2	32	68
Kalchini	24	9	56	44

The above table shows that:

- The percentage of trained teachers is 70, 62, 62 and 56 in Malbazar, Matiali, Madarihat and Kalchini blocks respectively.
- But only 32% trained teachers are available in Nagrakata block. The issue was discussed with the SI and he mentioned verbally that the SC/ ST teachers at Nagrakata Block were appointed with flexibility in the recruitment criteria, as the teachers previously appointed by DPSC did not stay for long.

TABLE-7

Category wise Information on Teachers in the Schools visited during the Survey (% of total number of teachers)

Block	General		SC		ST		Minority		Special	
	M	F	M	F	M	F	M	F	M	F
Malbazar	40	17	24	5	6	3	4	0	1	0
Matiali	40	21	21	3	10	2	3	0	0	0
Madarihat	33	19	14	10	10	6	5	2	0	0
Nagrakata	36	19	26	1	12	5	1	0	0	1
Kalchini	47	20	14	1	9	4	3	0	2	0

The table presented above gives an idea of the percentage of teachers in each category employed in the schools of these blocks. The main features of the Table are:

- As expected, male teachers of general category comprise the major portion of teaching personnel- the highest percentage being found in Kalchini block.
- We can see a sizeable percentage of SC male teachers in Malbazar, Matiali and Nagrakata blocks.
- The proportion of SC female and ST male teachers is quite significant in Madarihat block. 10% ST male teachers are found in Matiali block as well.

TABLE-8

Category wise Information on Trained Teachers in the Schools visited during the Survey (% of number of teachers in a particular category)

Block	General		SC		ST		Minority		Special	
	M	F	M	F	M	F	M	F	M	F
Malbazar	70	77	68	85	50	75	80	-	33	-
Matiali	71	80	52	67	53	100	67	-	-	-
Madarihat	73	75	71	38	12	70	58	75	-	0
Nagrakata	34	64	40	0	8	0	100	-	-	-
Kalchini	62	77	40	0	44	8	0	-	33	-

The information on trained teachers highlights the following points:

- The least percentage of trained male and female teachers of general category is found in Nagrakata block.
- The overall percentage of trained female teachers is higher in all the blocks.
- The exceptions are found in the cases of SC female teachers of Madarihat, Nagrakata and Kalchini blocks, and also among ST female teachers of Nagrakata and Kalchini blocks.
- All the female ST teachers of Matiali block and male teachers of Nagrakata block belonging to the minority community are trained.

3. Status of Enrolment

We now concentrate on data depicting students' enrolment at Primary and Upper Primary levels. The first table shows the total enrolment of boys and girls in the five selected blocks.

TABLE -9

Total Enrolment of Boys and Girls in Classes I-VIII

Class	Malbazar			Matiali			Madarihat			Nagrakata			Kalchini		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	1073	1108	2181	361	379	740	893	746	1639	315	266	581	943	891	1834
II	503	484	987	120	119	239	622	505	1127	112	112	224	703	695	1398
III	516	490	1006	97	101	198	737	573	1310	82	103	185	668	683	1351
IV	435	462	897	66	83	149	633	477	1110	77	69	146	658	585	1243
V	1927	1322	3249	796	927	1723	960	741	1701	352	495	847	1369	1207	2576
VI	1427	942	2369	566	599	1165	893	577	1470	39	209	248	767	880	1647
VII	897	664	1561	384	465	849	603	472	1075	40	185	225	746	681	1427
VIII	697	432	1129	284	348	630	620	512	1132	30	191	221	684	709	1393

The above table shows that the total enrolment is much higher in class VIII than in class V. This can be explained by the fact that in a particular area, the number of upper primary schools is much less than that of primary schools. Therefore, three-four or more primary schools feed one high school.

It is also evident from the above table that in Madarihat block, the total enrolment increases in class VIII, whereas other blocks show steady decrease in enrolment from class V to class VIII.

TABLE-10

Categorywise Boys' ENROLMENT Status

Block	Primary (in %)					Upper Primary (in %)				
	General	SC	ST	Minority	Special	General	SC	ST	Minority	Special
Malbazar	21	25	40	13	1	27	14	52	6	1
Matiali	17	11	66	5	1	21	33	26	20	-
Madarihat	19	16	50	14	1	18	26	44	11	1
Nagrakata	16	32	42	10	-	25	20	53	2	-
Kalchini	23	20	48	8	-	27	14	52	6	1

It is clear from the above Table that

- At primary level, percentage of enrolment of ST boys is highest among all the categories in all the blocks, with Matiali block topping the list.
- Surprisingly the enrolment of ST boys drops sharply in the same block at the upper primary level.
- The enrolment of boys belonging to general category increases or remains almost same at the upper primary level.
- The enrolment of SC boys at the upper primary level decreases except in Matiali and Madarihat blocks.
- In case of boys belonging to minority group, there is a significant increase in enrolment at the upper primary level in Matiali block while a significant decrease is seen in Nagrakata block.

TABLE-11

Categorywise Girls' ENROLMENT Status

Block	Primary (in %)					Upper Primary (in %)				
	General	SC	ST	Minority	Special	General	SC	ST	Minority	Special
Malbazar	22	26	39	13	-	9	50	13	27	1
Matiali	17	12	62	5	-	21	32	27	21	-
Madarihat	24	16	47	18	1	21	39	24	16	-
Nagrakata	16	32	45	8	-	22	10	62	5	
Kalchini	23	20	48	9		25	16	53	6	

The salient features of girls' enrolment as depicted in Table-11 are:

- At the primary stage the percentage of enrolment is highest for ST girls in all the blocks as is the case with boys.
- There is a sharp drop in the enrolment of girls belonging to general category at the upper primary level in Malbazar block.
- Malbazar, Matiali and Madarihat blocks show significant increase in the enrolment of SC girls at the upper primary level. On the other hand, similar enrolment decreases in Nagrakata and Kalchini blocks.
- The upper primary enrolment of ST girls decreases significantly in Malbazar, Matiali and Madarihat blocks while it goes up in Nagrakata and Kalchini blocks.

4. Status of Dropout

The two tables given below, i.e. Table-12 and Table-13 depict the **dropout rates** among students of classes I-IV and classes V-VIII respectively, where

[Dropout Rate = (Dropout/Enrolment) x 100]

TABLE –12

Categorywise Dropout Rate of Students of Classes I-IV in the 5 Blocks

Block	General		SC		ST		Minority		Special	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Malbazar	4.1	3.6	3.9	3.6	9.7	7.8	2.8	3.3	31.6	31.2
Matiali	3.7	3.4	8.1	1.3	6.4	6.7	24.2	2.8	0	0
Madarihat	4.1	3.3	8.7	2.4	11.2	7.2	7.3	5.7	0	0
Nagrakata	9.1	12.2	5.3	8.1	8.6	14.3	28.6	97.6	0	100.0
Kalchini	1.9	2.7	4.6	4.0	4.5	4.6	2.4	0.8	25.0	0

The above Table reveals that for students of classes I-IV, the dropout rate is highest

- In Nagrakata block for boys and girls belonging to general category, for SC and ST girls, for minority children, and also for girls belonging to special category (the number is very small).
- In Madarihat block for boys belonging to SC and ST categories.
- In Malbazar block for boys belonging to special category.

TABLE –13

Categorywise Dropout Rate of Students of Classes V-VIII in the 5 Blocks

Block	General		SC		ST		Minority		Special	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Malbazar	5.8	8.0	6.4	6.9	4.7	6.4	7.5	8.0	2.7	0
Matiali	6.9	5.4	4.9	7.6	4.8	7.2	4.2	5.8	0	0
Madarihat	5.8	1.4	4.8	2.8	3.7	3.3	4.3	3.9	0	0
Nagrakata	6.1	3.4	14.3	13.3	14.7	3.4	18.2	3.5	0	0
Kalchini	4.3	5.4	5.3	5.3	3.6	3.4	15.5	12.7	50.0	0

Table-13 above shows the categorywise dropout rate among students of classes V-VIII. The main points emerging from the Table are:

- For boys and girls belonging to general category, and also for ST girls, the dropout rate is highest in Matiali block.
- Nagrakata block has the highest dropout rate among SC boys and girls, and boys belonging to ST and minority categories.
- For minority girls and special boys, the highest dropout rate is observed in Kalchini block.

Tables 14 and 15 given below show the **percentage of dropout** among boys and girls (out of total number of dropouts) in each block.

TABLE-14

Categorywise Boys' DROP OUT Status

Block	Primary (in %)					Upper Primary (in %)				
	General	SC	ST	Minority	Special	General	SC	ST	Minority	Special
Malbazar	14	16	60	6	4	13	49	11	27	-
Matiali	9	13	60	18	-	28	32	24	16	-
Madarihat	9	15	64	12	-	24	28	37	11	-
Nagrakata	14	18	36	32	-	12	22	62	4	-
Kalchini	12	24	57	5	2	24	16	39	20	1

- At the primary stage, the maximum dropouts are seen among ST boys in all the blocks. In Nagrakata block, minority boys too form a significant portion of dropouts.
- At the upper primary stage, the percentage of dropout among ST boys decreases quite significantly in all the blocks, the maximum reduction being observed in Malbazar block. Exception to this general trend is seen in Nagrakata block.
- The percentage of dropouts among boys belonging to general category increases significantly in Matiali, Madarihat and Kalchini blocks.
- As for minority boys, the percentage of dropout at the upper primary level increases significantly in Malbazar and Kalchini blocks, but the trend is reverse in Nagrakata block.

TABLE-15

Categorywise Girls' DROP OUT Status

Block	Primary (in %)					Upper Primary (in %)				
	General	SC	ST	Minority	Special	General	SC	ST	Minority	Special
Malbazar	15	17	56	8	4	11	49	11	29	-
Matiali	11	3	83	3	-	19	29	32	20	-
Madarihat	15	7	58	19	1	11	39	28	22	-
Nagrakata	11	14	34	40	1	16	31	49	4	-
Kalchini	17	22	59	2	-	28	17	38	17	-

- At the upper primary level, the dropout among girls belonging to general category decreases slightly in Malbazar and Madarihat blocks, but increases to some extent in the other three blocks.
- Dropout among SC girls shows a steep increase at upper primary level in all the blocks except Kalchini.
- The percentage of dropouts is very high among ST girls at the primary level, the highest incidence being observed in Matiali block. The lowest dropout in this case is seen in Nagrakata block.
- Surprisingly, dropout among ST girls increases significantly at the upper primary level in all the blocks save Nagrakata block that had shown lowest dropout at the primary stage.

- Nagrakata block shows the highest dropout for minority girls at the primary stage. But, interestingly, this is the only block that shows a sharp decrease in dropout at the upper primary stage. The other four blocks show definite increase in percentage of dropouts.

The high percentage of dropout indicates that guardians enroll their children mechanically or perhaps because of enrolment drive or due to pressure from VEC members etc. But the community is indifferent about the retention of their wards, especially girls, in schools. Further, lack of interest on the part of the students and lack of encouragement from their guardians add to this high incidence of dropout.

However, the head teachers through their free opinions and recommendations have presented another aspect of the enrolment and drop out cases of primary level children. The Head teachers put forth their opinions on possible ways for reducing school drop out rate and bringing back the out of school children. The suggestions received from them are given below:

TABLE-16

Suggestions of Headmasters / Headmistresses for reducing dropout and increasing attendance (Data in %)

Suggestion	Malbazar	Matiali	Madarihat	Nagrakata	Kalchini
Arrangement of sports and cultural programmes	15	35	-	25	-
Involvement of VEC and MTA members for monitoring enrolment and attendance	30	-	-	-	-
Better handling of fear of classroom	5	-	-	-	-
Minimising child labour problem	20	-	-	-	-
Proper toilet facility and infrastructure	15	-	20	-	-
Proper teaching techniques for slow learners	15	-	-	-	-
Organisation of community awareness programmes	-	20	-	-	-
Providing support to economically backward children	-	15	-	-	-
Regular interaction among community members and teachers	-	10	-	-	-
Frequent visits to homes of irregular children	-	20	-	-	-
Arrangement of preprimary education for children below 5 years	-	-	30	-	-
Ensuring mid-day meal	-	-	20	20	30
Enhancing literacy among guardians	-	-	10	-	-

Suggestion	Malbazar	Matiali	Madarihat	Nagrakata	Kalchini
Special measures for tea gardens	-	-	20	-	20
Timely distribution of textbooks and other materials	-	-	-	20	-
Filling in of vacant teaching posts	-	-	-	20	20
Greater use of TLMs	-	-	-	15	-
Increased access at both primary and upper primary levels	-	-	-	-	30

The suggestions presented in the above table may be summed up as follows:-

- Sports and cultural programmes may be arranged for students to increase their involvement and interest in the school.
- VEC and MTA members may be involved to a greater extent to monitor the enrolment and attendance of the enrolled children.
- Fear of classroom among the young students may be handled with care.
- Child-labour problem may be addressed and minimized.
- Healthy environment including toilet facility may be provided to reduce the number of dropouts.
- Suitable teaching technique for slow learners may be utilized in the classroom.
- Interesting cultural activities and students' participation in those activities may prevent the rate of school drop out by increasing the joy of attending school.
- Extensive community awareness programme may motivate the guardians to send their children to school.
- Facilities may be provided to the economically backward children in order to support their education.
- Regular interaction among MC members and teachers may effectively solve the problem of school drop out.
- Frequent visits to the home of irregular or dropout students by teachers or other guardians may minimize the rate of school drop out.
- Arrangement for preprimary education for children below 5 years of age may reduce the poor attendance of older siblings. It may increase the retention of children at proper age as well.
- Ensuring midday meal may minimize the child labour problem as well as the number of school drop out cases.
- Literacy among guardians may enable them to understand the importance of education and thus may increase the enrolment and retention of children.
- Special attention may be given to tea garden areas to generate awareness among people for sending their children to school.
- Attention may be given to the development of infrastructure within the school.
- Distribution of text- books along with other accessory materials may be made in due time for the economically disadvantaged children.
- Vacancy in teaching posts may be filled in to run the schools more efficiently.
- Increasing of access for both primary and upper primary level students should be highly emphasized.

TABLE –19 A

Categorywise Percentage of Students of Classes I-IV attaining *A-GRADE* in the 5 Blocks

Block	General		SC		ST		Minority		Special	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Malbazar	10	10	14	10	23	19	8	6	0	0
Matiali	17	17	6	8	22	22	4	4	0	0
Madarihat	13	13	15	14	24	13	4	4	0	0
Nagrakata	11	11	24	24	13	13	3	1	0	0
Kalchini	16	15	11	11	22	24	1	-	0	0

TABLE –19 B

Categorywise Percentage of Students of Classes I-IV attaining *B-GRADE* in the 5 Blocks

Block	General		SC		ST		Minority		Special	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Malbazar	9	11	13	11	21	20	8	7	-	-
Matiali	18	13	4	7	21	25	7	5	0	0
Madarihat	15	10	13	11	28	16	3	4	0	0
Nagrakata	8	4	30	25	15	12	2	4	0	0
Kalchini	14	14	11	12	25	22	1	1	0	0

TABLE –19 C

Categorywise Percentage of Students of Classes I-IV attaining *C-GRADE* in the 5 Blocks

Block	General		SC		ST		Minority		Special	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Malbazar	9	11	13	13	22	21	6	5	-	-
Matiali	16	12	2	4	31	29	3	3	0	0
Madarihat	10	10	8	9	33	21	4	5	-	-
Nagrakata	5	6	19	21	21	21	4	3	0	0
Kalchini	11	14	10	11	25	26	2	2	0	0

TABLE-19 D

Categorywise Percentage of Students of Classes I-IV attaining *D-GRADE* in the 5 Blocks

Block	General		SC		ST		Minority		Special	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Malbazar	11	12	11	14	22	23	3	4	-	-
Matiali	8	11	3	3	34	30	4	7	-	0
Madarihat	10	10	10	10	30	17	6	7	-	-
Nagrakata	6	7	17	15	21	19	10	5	0	0
Kalchini	8	8	9	8	30	30	3	4	0	0

TABLE-19 E

Categorywise Percentage of Students of Classes I-IV attaining *E-GRADE* in the 5 Blocks

Block	General		SC		ST		Minority		Special	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Malbazar	11	10	12	12	23	24	4	4	-	-
Matiali	7	7	3	8	29	25	15	6	0	-
Madarihat	11	10	10	10	21	17	9	12	-	-
Nagrakata	9	6	14	13	16	15	17	10	0	0
Kalchini	14	14	9	9	24	25	3	2	-	-

TABLE –19 F

Categorywise Percentage of Students of Classes I-IV attaining *F-GRADE* in the 5 Blocks

Block	General		SC		ST		Minority		Special	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Malbazar	8	6	10	10	26	24	6	10	-	-
Matiali	3	2	6	2	27	23	20	17	-	0
Madarihat	13	11	11	11	25	19	6	4	0	-
Nagrakata	9	5	13	8	19	16	20	10	0	0
Kalchini	7	7	9	9	31	32	2	3	0	0

The Tables 19 A to F given above show the percentage of boys and girls in classes I-IV attaining a particular grade in a particular block. The percentage of each category represents the percent of total number of students attaining the particular Grade in the said block. The information revealed by these tables are-

- Maximum percentage of students has attained Grades C, D and E.
- Grade-A: Students belonging to General category are maximum in percentage in Matiali Block.
  Maximum Minority children have secured Grade-A in Malbazar Block.
  Nagrakata block shows the maximum percentage of SC boys and girls.
  The percentage of ST boys is highest in Madarihat block and that of ST girls is highest in Kalchini block.
- Grade-B: Maximum percentage of general boys and ST girls have secured this grade in Matiali block.
  For general girls Kalchini block shows the highest percentage.
  Here again, Nagrakata block shows the maximum percentage of SC boys and girls.
  Madarihat block has the highest percentage of ST boys.
  For minority children, this holds good for Malbazar block.
- Grade-C: Malbazar has the highest percentage of minority children.
  Matiali shows the maximum percentage of General boys and ST girls.
  Madarihat has the highest percentage of ST boys.
  For this Grade too, Nagrakata leads in case of SC children.
- Grade-D: Nagrakata block shows the maximum percentage of SC children and minority

boys who have secured this grade.

Malbazar block has the highest percentage of children belonging to general category which has attained this Grade.

In Matiali block maximum ST children have scored D grade.

Kalchini block has the highest percent of children belonging to minority category who have scored D grade.

- Grade-E: Nagrakata block shows the highest percentage of children belonging to SC category and also minority boys.

  In Kalchini block most of the children belonging to general category have secured E grade.

  Matiali shows the highest percentage of ST children.

  Madarihat block shows maximum minority girls who have scored this grade.

- Grade-F: Nagrakata block depicts highest percentage of SC boys.

  In case of SC girls and general children, Madarihat block has the highest percentage.

  The highest percentage of minority children attaining this Grade is seen in Matiali block.

  Kalchini has the highest percentage of ST children.

b) ACHIEVEMENT LEVEL OF STUDENTS IN CLASSES V-VIII

TABLE - 20

Gradewise achievement of total boys and girls in five blocks (Data in %)

Grade	Malbazar		Matiali		Madarihat		Nagrakata		Kalchini	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A	1	1	-	-	4	-	-	-	-	-
B	6	5	3	3	8	3	4	3	2	2
C	19	16	31	33	24	10	4	45	13	15
D	30	22	14	16	22	29	10	14	36	32

TABLE – 21 A

Categorywise Percentage of Students of Classes V-VIII attaining *A-GRADE* in the 5 Blocks

Block	General		SC		ST		Minority		Special	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Malbazar	12	5	19	21	3	3	14	23	0	0
Matiali	5	23	18	16	4	4	16	14	0	0
Madarihat	36	6	18	5	23	-	9	3	0	0
Nagrakata	57	21	0	0	0	22	0	0	0	0
Kalchini	100	0	0	0	0	0	0	0	0	0

TABLE – 21 B

Categorywise Percentage of Students Classes V-VIII attaining *B-GRADE* in the 5 Blocks

Block	General		SC		ST		Minority		Special	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Malbazar	9	4	26	18	5	4	18	16	0	0
Matiali	15	10	18	16	8	10	12	11	0	-
Madarihat	26	7	15	7	32	2	8	3	0	-
Nagrakata	22	17	9	5	24	22	0	1	0	0
Kalchini	14	15	5	7	25	22	5	7	0	0

TABLE – 21 C

Categorywise Percentage of Students Classes V-VIII attaining *C-GRADE* in the 5 Blocks

Block	General		SC		ST		Minority		Special	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Malbazar	9	5	27	24	5	4	13	13	-	-
Matiali	18	21	12	12	11	9	8	9	-	-
Madarihat	15	11	12	9	41	5	4	3	-	-
Nagrakata	10	16	6	15	16	29	2	6	0	0
Kalchini	14	13	6	8	24	30	3	2	-	0

TABLE – 21 D

Categorywise Percentage of Students Classes V-VIII attaining *D-GRADE* in the 5 Blocks

Block	General		SC		ST		Minority		Special	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Malbazar	17	15	22	16	12	6	8	4	0	0
Matiali	15	15	12	11	13	17	6	10	-	-
Madarihat	8	10	9	17	21	23	4	7	-	-
Nagrakata	11	13	5	10	23	32	2	4	0	0
Kalchini	13	12	10	9	27	23	3	3	-	-

The tables 21 A to D given above show the percentage of boys and girls in classes V-VIII belonging to all the categories attaining a particular grade in a particular block. The information revealed by these tables are-

- Maximum percentage of students has attained Grades C and D.
- Grade-A: The overall percentage of students securing this Grade is very low.
  Madarihat block has the maximum percentage of ST boys who have secured Grade A.
  Malbazar has the maximum of SC children and minority girls.
  Matiali shows the highest percentage of general girls and minority boys.
  Nagrakata has highest percentage of general boys and ST girls.
- Grade-B: Madarihat block has the highest percentage of general category boys and also ST

and minority boys who have attained Grade B.
For SC and minority children, this holds good for Malbazar block.
Nagrakata shows the maximum percentage of girls belonging to general and ST categories.

- Grade-C: For SC and minority children, the maximum percentage attaining this Grade comes from Malbazar block.
  Maximum percentage of general category children has scored C-grade in Matiali block.
  In case of ST boys, this trend is visible in Madarihat block.
  For ST girls, the same is applicable in Kalchini block.
- Grade-D: Nagrakata block shows the highest percentage of ST girls who have secured this grade.
  Malbazar block has the highest percentage of children belonging to general and SC categories, and also minority boys who have attained this Grade.
  Kalchini block has the highest percent of boys belonging to ST category.
  Matiali shows the maximum percentage of minority girls.

C) *The views of the guardians*

The investigators visited and interviewed a number of guardians (at least 10 guardians in a particular Gram Samsad/ GS) at selected Gram Panchayats (GP) to collect their opinions, perceptions and reactions regarding education of their children aged between 5 and 13 years. The obtained data have specific feature for each block as discussed below.

TABLE -22

Categorywise Guardians' Profile (Data in %)

Block	Category			
	General	SC	ST	Minority
Malbazar	10	35	35	20
Matiali	10	40	35	15
Madarihat	3	30	45	22
Nagrakata	5	35	55	5
Kalchini	10	15	55	20

- The percentage of guardians belonging to general category is lowest among all categories in all the blocks, the least being found in Madarihat block.
- Most of the guardians belong to ST and SC categories in all the blocks. In Matiali block maximum percent of guardians belongs to SC category.
- The percentage of ST guardians is quite high (55%) in Nagrakata and Kalchini blocks.

TABLE-23

Educational Status of Guardians (Data in %)

Educational Status	Block				
	Malbazar	Matiali	Nagrakata	Madarihat	Kalchini
Illiterate	20	40	25	37	40
Literate	5	25	15	5	15
Primary Level	15	15	25	12	20
Secondary	40	20	25	28	10
HS	10	-	-	17	15
Others	10	-	10	1	-

- A significant percentage (on an average 32%) of the guardians is illiterate, the highest percentage being found in Matiali and Kalchini blocks.
- The next major percentage (24%) of guardians has passed the Madhyamik Pariksha.
- Very few guardians have studied beyond this level.

TABLE - 24
Occupational Pattern of Guardians (Data in%)

Occupation	Block				
	Malbazar	Matiali	Madarihat	Nagrakata	Kalchini
Agriculture	40	13	15	17	6
Tea Garden	20	21	36	25	42
Daily Labor	20	24	25	34	24
Skilled Labor / Carpenter/ Mason etc		20	5	12	17
Service	10	14	8	2	3
Unemployed	2	4	3	6	4
Others	8	4	1	4	4

- In Malbazar block, agriculture is the major occupation of the guardians under the ambit of the survey. Significant percentage is of persons both employed in tea gardens and as daily labourers.
- In Matiali block, almost equal number of persons is employed in tea gardens, works as daily labour or as skilled labour. This block, among all the blocks, has the largest percentage of people engaged in the service sector.
- In Nagrakata and Madarihat blocks, a substantial portion of the guardians interviewed is either employed in tea gardens or earns its livelihood by being hired as daily labours.
- In Kalchini block, the highest percentage of guardians is employed in tea gardens. This is followed by the percentages of persons engaged as daily labours and working as skilled labours respectively.
- Other professions include selling vegetables, pulling rickshaws, etc.
- The highest percentage of unemployed guardians is found in Nagrakata block.

TABLE -25
Guardian's Perceptions (Data in %)

Perception	Block				
	Malbazar	Matiali	Madarihat	Nagrakata	Kalchini
Would like children to take up their occupation	2	-	17	7	6
Would not like children to take up their occupation	98	100	83	93	94
REASONS FOR EDUCATING THEIR CHILDREN					
Improved Life style	27	9	29	5	13
Prosperous future	13	28	34	43	10
Uncertainty in tea garden related jobs	8	13	7	10	18
Securing an honourable job	25	18	7	7	30
To avoid financial insecurity	24	20	10	30	23

To avoid hard toil of cultivation etc	3	4	8	5	3
To secure a Government job	-	5	3	-	3
To engage in business etc	-	3	2	-	-

- In most of the cases guardians vehemently refuted the idea of their children taking up the guardians' present profession. Service holders, teachers, businessmen or land-owners showed willingness to bring their children into their own profession.
- Guardians' perceptions regarding the significance of education varies from block to block.
- In Madarihat block, the guardians say that the prime reasons for educating their wards are prospects of an improved lifestyle, avoidance of financial insecurity and securing an honorable job. They also hope that education would enable their wards to build up a prosperous future.
- In Matiali block, the driving force for the guardians behind educating their wards are prosperous future, financial security and securing of an honourable job respectively. They also think that proper education would help their wards secure jobs that are devoid of uncertainties.
- Guardians expressed resentment over financial insecurity and uncertainties in tea garden related jobs.
- They showed anxiety over poverty, which they want to overcome keeping their children in any stable alternative engagement.
- One exceptional feature obtained at **Madarihat** Block is that 17% guardians opined positively to have their children in their own profession.

TABLE-26

Guardians' Opinions Regarding Reasons For Dropout

(Data in % for particular Gram Samsad)

Reasons suggested	Block				
	Malbazar	**Matiali**	**Madarihat**	**Nagrakata**	**Kalchini**
Far away schools	23	15	3	3	6
Lack of space in classroom	10	2	-	30	7
Lack of arrangement for CWSN	13	5	4	7	5
Lack of interest in study	12	38	38	45	30
Failure in exam	4	5	15	-	8
Helping in domestic chores	30	10	12	-	10
Migration for earning	-	-	9	-	4
Helping in family occupation	-	20	12	5	18
Early marriage of girls	8	5	7	10	8

In the present survey emphasis was given on guardians' perception of the plausible reasons behind school drop out. Some multiple-choice questions along with some open-ended questions

were put before them. As usually the fathers take decision regarding the education of their children, mostly the fathers were interviewed.

From Table-26, it is quite obvious that although the main reason for dropout according to the guardians varies from block to block, there are some common factors in all the blocks. The main features that emerge from the above Table are:

- The single main reason for dropout, as felt by guardians from Matiali, Nagrakata, Madarihat and Kalchini bocks, is lack of interest of their wards towards study.
- In Nagrakata block another major reason for dropout is lack of space in classrooms.
- In this context, it may be mentioned that views of VEC members and guardians as for migration for earning being one of major causes for dropout in Nagrakata block, contradict each other.
- The guardians of Malbazar block perceive performance of domestic chores by their wards as the primary cause. The large distance of schools from residence too poses a hindrance in regular attendance of children in this block.
- In Matiali and Kalchini blocks, the children are engaged in family occupation, cultivation, working as daily labours in tea gardens, etc. and thus are forced to leave school.
- The *other reasons* contributing towards dropout are lack of special arrangements for CWSN, repeated failure in examinations, migration for earning and early marriage of girls.

TABLE - 27

Facilities Available (Data in %)

Facilities	Block				
	Malbazar	**Matiali**	**Madarihat**	**Nagrakata**	**Kalchini**
Separate space for studying at home	20	25	21	33	15
Provision of necessary educational materials	45	60	63	41	72
Do not have to perform domestic chores	20	5	33	9	85
No responsibility of sibling care	30	25	38	9	40
No migration for earning	45	20	40	18	42

Guardians were asked to put forward their views regarding the facilities available to their children at home. The obtained data in Table – 27 reveal that:

- 15-33% guardians in all the blocks stated that their children have separate space for studying at home.
- In all the blocks, sufficient percent of guardians provide necessary educational materials like pens, pencils, exercise books, etc. to their children. The percentage is highest in Kalchini block (72%), and lowest in Nagrakata block (41%).

- In Kalchini block, an overwhelmingly large percentage of guardians (85%) claim that their wards do not have to perform domestic chores. The picture is quite contradictory in Matiali and Nagrakata blocks where only 5-9% of guardians responded positively.
- In Nagrakata block, 91% guardians state that the children are forced to look after their younger siblings. In other blocks the response varies from 60-75%.
- In Malbazar, Madarihat and Kalchini blocks, 40-45% guardians say that their wards do not have to migrate for earning their livelihood. As for Matiali and Nagrakata blocks, only 18-20% of the guardians responded on similar lines.

TABLE - 28

Guardians' Attitude Regarding School Visits (Data in %)

Issues	Block				
	Malbazar	**Matiali**	**Nagrakata**	**Madarihat**	**Kalchini**
School visits are made	68	65	54	55	60
School visits are not made	32	35	46	45	40
Do not have time to visit school	46	22	30	42	55
No contact with school on account of being illiterate	50	70	48	44	32
Others	4	8	22	14	13

Guardians were asked if they visited schools of their children.

- 32%, 35%, 46%, 45% and 45% guardians at Malbazar, Matiali, Nagrakata, Madarihat and Kalchini respectively admitted that they do not visit schools of their wards.
- Some guardians gave the reason that they have no spare time to visit schools.
- Others added that their leisure hour does not match with school hours and so they are unable to visit schools.
- However, on an average 50% guardians admitted that being illiterate, they avoid visiting schools and meeting the teachers.

TABLE-29

Guardians' Attitude Regarding Aims of Education (Data in %)

Aims	Block				
	Malbazar	**Matiali**	**Nagrakata**	**Madarihat**	**Kalchini**
To secure job	73	44	63	61	29
To spread business	2	-	6	-	9
Social awareness	5	18	24	10	27
Convenience in daily life	20	38	7	29	35

The guardians were also asked what according to them are the aims of imparting education to their children.

- The guardians at Malbazar (73%), Nagrakata (63%) and Madarihat (61%) put that education may enable their children to secure job.
- Some guardians were of the opinion that education may enrich the daily life of their children.
- In Nagrakata and Kalchini blocks 24-27% guardians emphasized on the enhancement of social awareness through education.

Apart from the statistical data mentioned above some free opinions were collected from the guardians. The guardians were asked to give feed back on the schools where their wards are enrolled.

- There is a consensus that sufficient number of teachers is not available in the school.
- Further the classroom conditions are risky and require maintenance and repair.
- There is a consistency in the fact that Private Tutors help the young children in preparing studies especially at upper primary level. Very few guardians stated that they or other family members help their children in their studies.

However, no response in favour of voluntary organizations supporting the children in education was received. Guardians also mentioned consistently that story-books (maximum), autobiographies and books on history are preferred by their children besides the text- books

Guardians were invited to comment on ways to improve the existing educational set up. The common opinions include:

- Arrangement for more space in classrooms
- Improvement of infra-structural facilities at school
- Increase in the number of teachers or to fill up the vacant teaching posts
- Provision of drinking water and toilets in the school
- Organization of sports, annual functions, debate competitions etc. may enhance the interest of the young children.

(D) The Views of the Students

In the present survey the investigators visited students of primary and upper primary levels in order to identify their educational needs. The students were asked to discuss freely their educational interests, requirements and problems. The students were initially hesitant but gradually they opened up and expressed their views. They gave their comments freely on controversial issues like fees of the private tutor, teaching pattern of the teachers at school etc. A brief mention of the responses may enrich our idea about the needs and problems of young children.

TABLE - 30 A(Data in %)
Students' Profile (Primary Level)

Block	Gender		Category					Literacy of Guardians	
	Male	Female	General	SC	ST	Minority	CWSN	Mother	Father
Malbazar	50	50	10	35	35	20	15	65	75
Matiali	70	30	10	40	35	15		60	50
Madarihat	60	40	3	30	45	22	15	25	40
Nagrakata	43	57	5	35	55	5		50	65
Kalchini	50	50	10	15	55	20	25	65	60

- In Malbazar and Kalchini blocks we see equal participation of boys and girls. In Matiali and Madarihat blocks boys outnumber girls (70% and 60% respectively). In Nagrakata block alone is the percentage of girls interviewed greater than that of boys.
- In all the blocks, students belonging to SC and ST categories are highest in number (70%-90%). ST students make up the majority of the student populace in Madarihat, Nagrakata and Kalchini blocks.
- Literacy of guardians is found to be the lowest in Madarihat block.
- No CWSN (Child With Special Need) is found to be interviewed in Matiali and Nagrakata blocks. But 15% each from Malbazar and Madarihat and 25% CWSN from Kalchini block are covered under this survey.

TABLE – 30 B (Data in %)
Students' Profile (Upper Primary Level)

Block	Gender		Category					Literacy of Guardians	
	Male	Female	General	SC	ST	Minority	CWSN	Mother	Father
Malbazar	80	20	20	30	10	40	10	40	60
Matiali	20	80	10	40	30	20	20	40	70
Nagrakata	60	40	-	25	70	5	30	85	70
Madarihat	33	67	-	34	50	16	10	42	75
Kalchini	80	20	10	40	30	20	30	40	50

The profile of students at the upper primary level shows many differences such as:-

- The genderwise profile is rather skewed at this stage. More male students are covered in this survey in Malbazar (80%), Nagrakata (60%) and Kalchini (80%) blocks respectively. On the other hand more female students are covered in Matiali (80%) and Madarihat (67%) blocks.
- No student belonging to general category was interviewed in Nagrakata and Madarihat blocks.
- 25-40% of the students in the five blocks belong to SC category.
- The percentage of students belonging to ST category varies from as low as 10% in Malbazar block to as high as 70% in Nagrakata block.
- 40% of the students in Malbazar and 20% each in Matiali and Kalchini blocks belong to minority category.
- Some (10-30%) special (CWSN) students are found to attend school at upper primary level in each block covered under this survey.
- Considering parental literacy level it can be stated that the literacy level of fathers is higher than that of mothers in each block, except in Nagrakata block.

TABLE – 31 A (Data in %)

School Attendance (Primary Level) and causes of irregularity

Block	Whether attend schools regularly		Causes for not attending school regularly					
	Yes	No	Lack of support from family	Pressure of Household duties	Sibling care	Domestic animal care	Far away schools	Failure in exams
Malbazar	80	20	15	20	65	-	-	-
Matiali	70	30	-	50	45	-	5	-
Madarihat	40	60	-	25	24	18	33	-
Nagrakata	78	22	-	23	62	-	15	-
Kalchini	80	20	25	55	15	-	5	-

The students were asked to comment on the regularity of their school attendance. Initially none of them wanted to speak on this issue. As the surveyors were local persons, they could elicit answers from the children through guided conversations.

- The least regularity in attendance can be seen in Madarihat block (40%). In the other four blocks attendance varies within 70-80%.
- As for the causes for low regularity in attendance in Madarihat block, the single main fact (33%) that emerges is that schools are far away. The other main causes are pressure of performing household chores, sibling care and looking after domestic animals.
- Lack of support from family is seen to be a deterrent to some extent in Malbazar and Kalchini blocks.
- The obligation of performing domestic chores is a significant reason behind irregular attendance in all the blocks, more so in Matiali and Kalchini blocks (50-55%).
- The onus of having to take care of younger siblings too forces these children to stay out of school. This problem looms large in Malbazar and Nagrakata blocks (65% and 62% respectively). In Matiali block too this is a major problem (45%). The children of the other two

blocks also face this problem, albeit to a lower extent (24% and 15% in Madarihat and Kalchini blocks.

- Far away schools have proved to be barriers in regularity of school attendance.
- Repeated failure in examination has not elicited response from any of the blocks.

TABLE – 31 B (Data in %)
School Attendance (Upper Primary Level) and causes of irregularity

Block	Whether attend schools regularly		Causes for not attending school regularly					
	Yes	No	Lack of support from family	Pressure of Household duties	Sibling care	Domestic animal care	Far away schools	Failure in exams
Malbazar	70	30	-	50	40	-	10	-
Matiali	50	50	10	40	50	-	-	-
Madarihat	25	75	-	33	-	26	26	15
Nagrakata	100	-	-	-	-	-	-	-
Kalchini	80	20	-	30	70	-	-	-

- At the upper primary stage, the most regular students are found in Nagrakata block where all the children interviewed attend schools regularly. Most irregular students are seen in Madarihat block (75%). This picture is quite similar to that in the case of primary students. In the other three blocks the range of regular students varies from 50-80%.
- In Madarihat block, performance of household duties, care of domestic animals, great distance of schools and failure in exams are the chief reasons behind irregular attendance.
- Lack of support from family is seen to be a deterrent to some extent in Matiali block.
- Pressure of performing household duties is quite acute in Madarihat (50%), Matiali (40%) and Kalchini (33%) blocks.
- Taking care of siblings forces a large percentage of children to attend irregularly in Kalchini (70%), Matiali (50%) and Malbazar (40%) blocks.
- In Malbazar block, great distance of schools also results in irregular attendance to some extent.
- As mentioned earlier, failure in examinations keeps students of Madarihat block away from schools.

TABLE – 32 A (Data in %)
Students' (Primary Level) Response Regarding Parental Support

Block	Encouragement from Guardians		Attitude of Guardians leading to their lack of support			
	Present	Absent	Education is not needed	No link with earning	No money for procuring materials	Increase in earning more important
Malbazar	80	20	-	50	50	-
Matiali	90	10	-	-	50	50
Madarihat	35	65	25	25	50	-
Nagrakata	60	40	-	-	30	70
Kalchini	70	30	34	-	50	16

The students were asked if they receive encouragement from their guardians for attending schools.

- In case of Matiali block parental support is present for most of the cases (90%). However, in Madarihat block only 35% students are encouraged by their guardians to attend schools regularly. This factor might be one of the leading reasons for poor and irregular attendance at both primary and upper primary stages in this block, as is evident from Tables 31 A and 31 B.
- Majority of the guardians of Madarihat block say that they do not have sufficient money to buy materials necessary for their children's studies. Others feel that education is not needed and moreover, does not have link with earning for livelihood.
- Guardians of 50% of the children interviewed in Malbazar, Matiali, Madarihat and Kalchini blocks say that they lack money to buy stationery for their wards.
- In Nagrakata block, guardians of 70% children feel that the children are more needed to increase the income of their families.
- In Kalchini block, guardians offer the following reasons for not being able to support their children's education – education is unnecessary, inability to buy stationery and the greater role to be played by the children in increasing the family income.

TABLE – 32 B (Data in %)
Students' (Upper Primary Level) Response Regarding Parental Support

Block	Encouragement from Guardians		Attitude of Guardians leading to their lack of support			
	Present	Absent	Education is not needed	No link with earning	No money for procuring materials	Increase in earning more important
Malbazar	70	30	-	50	50	-
Matiali	90	10	-	60	40	-
Madarihat	57	43	25	-	50	25
Nagrakata	80	20	-	30	70	-
Kalchini	80	20	-	-	30	70

- 70-90% of the children interviewed receive support and encouragement from their guardians in all blocks, except Madarihat block.
- The reasons remain more or less the same.

Language – The students of primary level in Malbazar block mentioned Bengali as their home language. In case of Nagrakata and Madarihat blocks the students' responses revealed that Nepali, Hindi and Bengali are the languages used in their home. In Kalchini block "Sadri" has been mentioned by the students as their home language. However, no significant demand from the students has been received for change in their school language.

Subject preferred - In case of primary level no significant variation has been found among students in their preference for particular subjects. But in most of the cases the students mentioned Bengali as their first choice. In 20% cases on an average students did not mention the name of other subjects.

The students at the upper primary level have not shown any significant indication about their choice of subjects. Here too, the students have mentioned Bengali language, sometimes along with English, as their favourite subject. Further, subjects like Science, Geography and History are found to be interesting by them. In few cases Mathematics has been excluded from their list of favourite subjects.

Private Tuition - The issue of private tuition has been raised in front of the students. It was found that both in primary and upper primary levels the students admitted receiving the support of private tutors. The range of getting the help of private tutors varies from 78% to 93% for each of the five blocks covered under this survey. The students generally go to the tutors' place for studying (82%). A few students (18%) informed that tutors come to their residence to teach them. No particular cases have been found to show that school- teachers are private tutors. Few students, particularly at the primary level mentioned that they prepare their studies with the help of their elder siblings. The fees of the private tutors varied from Rs. 30/- to Rs. 150/-, and in some cases fees are not even paid.

CHAPTER-IV

b) REASONS OF DROPOUT

- The VEC members in Malbazar, Matiali and Nagrakata blocks pinpoint engagement in household chores as the major reason for dropout. In Madarihat block great distance of school appears to be the major deterrent to regular attendance and in Kalchini block engagement in family occupation is the major reason for dropout.
- Interestingly, most of guardians state that the major reason for dropout in Matiali, Madarihat, Nagrakata and Kalchini is their wards' lack of interest in studies.

  The guardians of Malbazar block alone support the view of VEC members in that children are forced to stay away from schools owing to their engagement in household chores.

  The VEC members and guardians of Nagrakata block differ in their views on migration being one of the major reasons for causing dropout.
- (Reference – Tables 3 and 26)

c) REGULARITY OF ATTENDANCE

- Of all the blocks, the students of both primary and upper primary levels are most irregular in Madarihat block. The primary reason emerges to be great distance of schools at primary level and performance of household chores at the upper primary level. This block also depicts taking care of domestic animals at both the levels and repeated failures in examinations at the upper primary level as factors that make children stay away from schools.
- Performing of household chores and taking care of siblings are the two main reasons contributing to irregularity in attendance in all the blocks.
- Lack of family support is one of the reasons for irregular attendance in Malbazar and Kalchini blocks at the primary level and in Matiali block at the upper primary level.
- (Reference – Tables 31 A and 31 B)

3. Quality of Education

In order to assess the quality of education imparted in these blocks, some indicators were taken into consideration. The findings about these indicators can be summarized as follows-

a) AVAILABILITY OF FACILITIES

Availability of facilities like toilets, girls' toilets, drinking water and ramps were considered in **Table-4**. It can be seen from the table that:

- Nagrakata block has the highest percentage of schools that have toilets and also girls' toilets. This block shows high percentage of schools with drinking water facility as well.
- Kalchini block shows lowest percentage of schools with toilets, girls' toilets and drinking water.
- In Madarihat block the least percentage of schools with ramp facility. The reasons are noted on the same page.

SUMMARY OF THE FINDINGS

The findings can be arranged on the basis of the three pillars of EFA, namely,

i. Universal enrolment
ii. Universal retention
iii. Quality Education

1. Enrolment

- The percentage of enrolment of ST boys and girls is highest among all categories in all the blocks at the primary level, especially in Matiali block.
- The percentage of enrolment of ST boys decreases sharply at upper primary level in Matiali block.
- The percentage of enrolment of ST girls also goes down dramatically in all the blocks at the upper primary level, except in Nagrakata and Kalchini blocks.
- Percentage of enrolment of SC girls goes up at the upper primary level in Malbazar, Matiali and Madarihat block but goes down in Nagrakata and Kalchini blocks. In case of boys decrease of percentage at the upper primary level occurs in Matiali and Madarihat blocks.
- The enrolment of boys belonging to general category increases or remains almost the same at the upper primary level. This applies to girls' enrolment too but for Malbazar block.
- Enrolment of both minority girls and boys increases significantly at the upper primary level in Matiali block.
- The total enrolment is much higher in class VIII than in class V. This can be explained by the fact that in a particular area, the number of upper primary schools is much less than that of primary schools. Therefore, several primary schools feed one high school.
- In Madarihat block, the total enrolment increases in class VIII, whereas other blocks show steady decrease in enrolment from class V to class VIII.
- (Reference – Tables 9 to 11)

2. Retention

a) DROPOUT

- At the primary level, maximum dropouts are seen among ST boys and girls in all the blocks except Nagrakata block.
- Percentage of dropout of SC boys and girls increases sharply at the upper primary in all blocks except Kalchini block.
- The percentage of dropout among ST boys and girls comes down at the upper primary level in all the blocks save in Nagrakata block.
- Nagrakata block depicts largest percentage of dropout for minority boys and girls.
- In case of general boys, the dropout at the upper primary level increases in Matiali, Madarihat and Kalchini blocks. For girls, the dropout increases in Matiali, Nagrakata and Kalchini blocks.
- (Reference – Tables 12 to 15)

Table-5 shows data on the presence of playgrounds, organization of annual sports and cultural activities and formation of PTA / MTA. In this table we can see that

- On an average 70% of the schools of the 5 blocks have PTAs / MTAs, the highest percentage (83%) being seen in Malbazar block.
- The scenario of organising cultural activities is not very heartening. Only about 43% of the schools on an average organise cultural activities in the five blocks.
- The percentage of schools having playgrounds varies from 57% (Madarihat) to 87% (Matiali). But in Matiali block, only 20% of the schools organise annual sports meet because of the undulating terrain of the block and also because the meets are held at the CLRC level.

b) <u>TRAINED TEACHERS</u>

Table-6 shows the percent of trained teachers in the 125 schools of the 5 blocks surveyed. **Table-7** provides information on the percentage of the number of teachers belonging to each category. **Table-8**, deals with the percentage of number of teachers in a particular category. The highlights of these three tables are:

- The lowest percentage of trained teachers is seen in Nagrakata block (32%). This is apparently due to flexibility in the recruitment criteria of SC / ST teachers. The highest percentage of trained teachers can be seen in Malbazar block (70%).
- The major part of trained teaching personnel is made up of male teachers belonging to general category.
- The overall percentage of trained female teachers is higher in all the blocks. The exceptions are found in the cases of SC female teachers of Madarihat, Nagrakata and Kalchini blocks, and also among ST female teachers of Nagrakata and Kalchini blocks.

c) <u>ACHIEVEMENT LEVEL OF THE STUDENTS:</u>

The scores secured by children of the 125 schools under the survey in the school annual examinations were recorded from the respective schools. Although class V comes under the purview of WBBPE, the classes are held in high schools. Therefore, the achievement of students of class V is considered along with the students of classes VI-VIII. The main features that arise from the data collected are:

- The maximum percent of students of classes I-IV secure C (51%-65%), D (36%-50%) and E (20%-35%) Grades.
- In case of students of classes V-VIII, the maximum percentage score C (34%-60%) and D (less than 34%) Grades.
- The details of the findings can be referred to at pages 33-38.

4. Other relevant issues

- ➢ Maximum guardians are either illiterate or have passed the Madhyamik Pariksha (Table - 23).
- ➢ Most of the guardians are involved in agriculture, tea garden related jobs or work as daily labourers (Table - 24).

- Most of the guardians are averse to bring their children into the occupation taken up by themselves (Table - 25).
- For guardians, the chief reasons for providing education to their wards are prospects of a bright future, overcoming of financial insecurity, securing an honorable job, improvement of life style and avoiding uncertainty in tea garden related jobs, in this order of priority (Table - 25).
- 15-33% guardians in all the blocks stated that their children have separate space for studying at home (Table - 27).

  In all the blocks, sufficient percent of guardians provide necessary educational materials like pens, pencils, exercise books, etc. to their children. The percentage is highest in Kalchini block (72%), and lowest in Nagrakata block (41%).

  In Kalchini block, an overwhelmingly large percentage of guardians (85%) claim that their wards do not have to perform domestic chores. The picture is quite contradictory in Matiali and Nagrakata blocks where only 5-9% of guardians responded positively.

  In Nagrakata block, only 9% guardians state that their children are not forced to look after their younger siblings. In other blocks the response varies from 25-40%.

  In Malbazar, Madarihat and Kalchini blocks, 40-45% guardians say that their wards do not have to migrate for earning their livelihood. As for Matiali and Nagrakata blocks, only 18-20% of the guardians responded on similar lines.
- On an average, 60% of the guardians in the five blocks visit the schools of their wards regularly. The main reason for rest of the guardians not making regular visits to schools is their illiteracy (Table - 28).
- Most of the guardians feel that the primary aim of education is to secure a job and it also leads to greater convenience in daily life (Table - 29).
- According to the children's opinion, guardians in Madarihat block lag behind those of other blocks in providing encouragement and support to students of both primary and upper primary stages. This accounts for high irregularity of students at both the stages in this block (Table – 32 A and 32 B).
- It is quite evident that poverty forces most of the guardians to discourage their wards from going to school. They feel that the children would better augment the income of the family by any means, rather than spend their time in studying. Moreover, they are unable to provide requisite stationery items to the children. Feeding all the mouths of the family is definitely more important to them.

This is a small effort on behalf of SCERT (WB) to study where do the children of the underprivileged classes stand after six decades of attaining independence and how much has the Universalisation of Elementary Education helped these classes to become equal with the advanced classes. We hope that through this effort of ours the gaps will be identified and necessary measures would be taken up by the concerned authorities to improve the lot of common people of this area. To quote from the report of the Education Commission, 'the essence........is an impassioned faith and earnest striving. In a good system of education, there should be a continuous attempt to identify factors which tend to create significant forms of inequality and to adopt measures either to eliminate them altogether or at least to reduce them to the minimum.' (p. 109)

Limitations of the Study and Scope for further Research

The present study primarily aimed at presenting the educational scenario in the five selected blocks in the context of Universalisation of Elementary Education. A deeper study is called for to provide answers to the questions that have arisen from the analysis of the data collected during the survey. Some examples of such questions are given below:

- An increase in total enrolment in class VIII is seen in Madarihat block, while in the other four blocks total enrolment steadily decreases from class V to class VIII.
- Of all the five blocks, Nagrakata block shows the lowest percentage of dropouts of ST boys and girls at the primary level (36% and 34% respectively) but highest percentage at the upper primary level (62% and 49% respectively).

  This trend is seen despite the fact that enrolment of ST girls increases at the upper primary level in this block and this block has the highest percentage of schools with toilets and girls' toilets, and also drinking water facility.

  The data reveal some interesting information as well. The lowest percentage of trained teachers is seen in Nagrakata block (32%). Moreover, less than half the number of parents surveyed in this block (41%) can afford to buy stationery for their wards.

  Thus the plausible reason for the odd trend regarding dropouts among ST boys and girls may be poverty that overrides all other amenities and opportunity. The enrolment of ST girls probably increases due to special enrolment drives and incentives but poverty forces these girls to divert their attention from education towards earning of livelihood.

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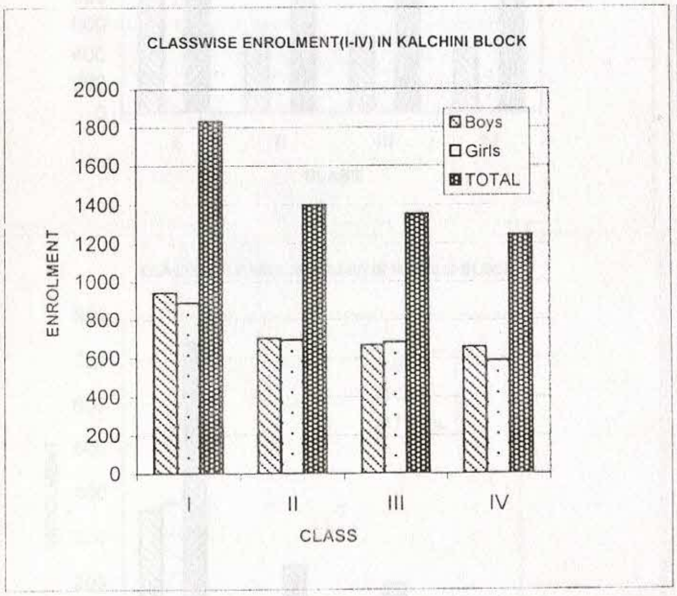
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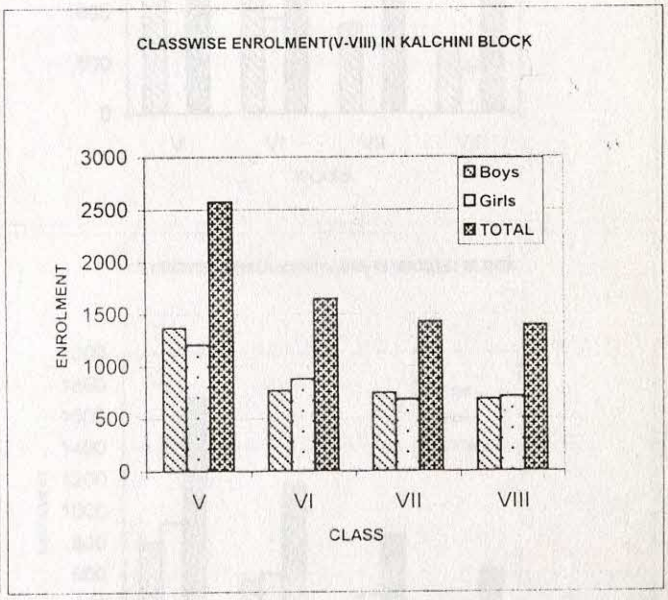
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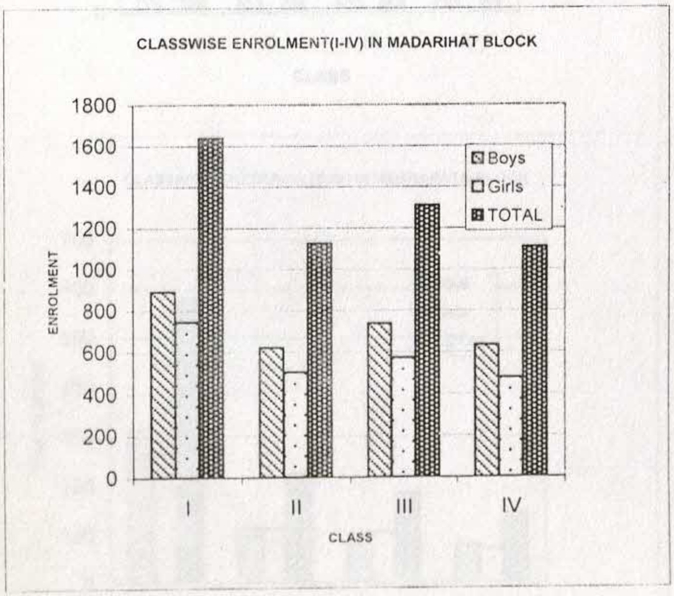
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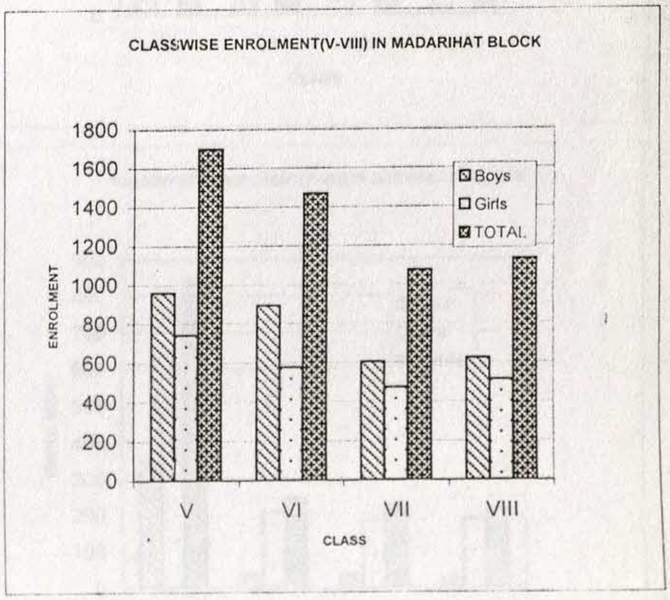
ANNEXURES

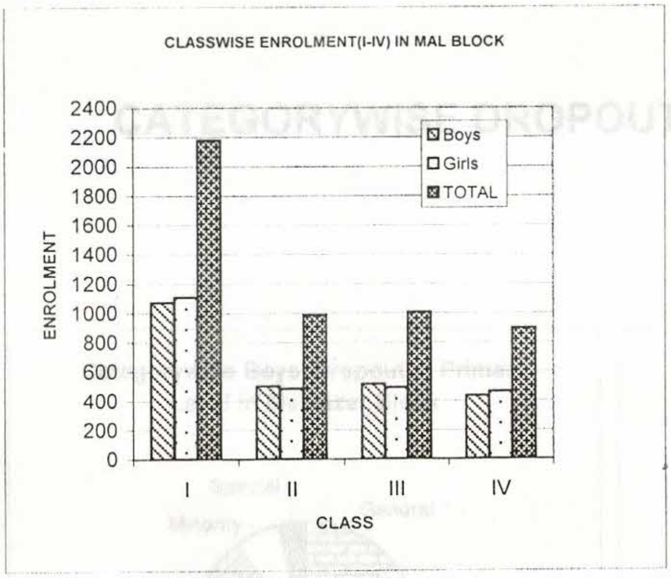
CLASSWISE ENROLMENT STATUS

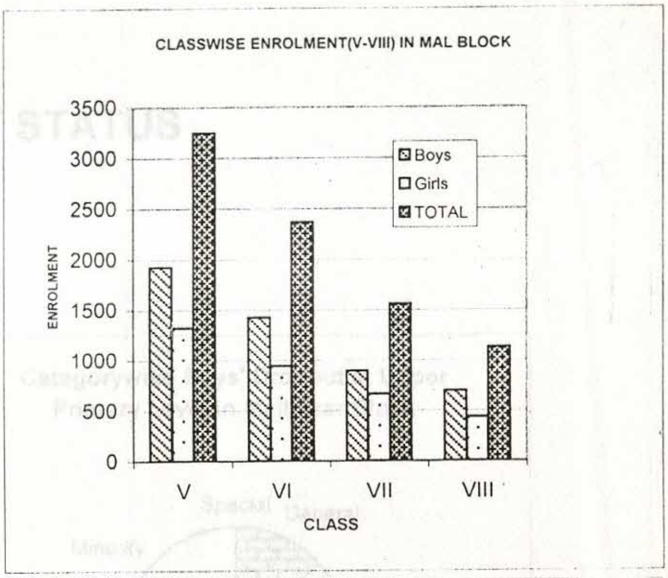


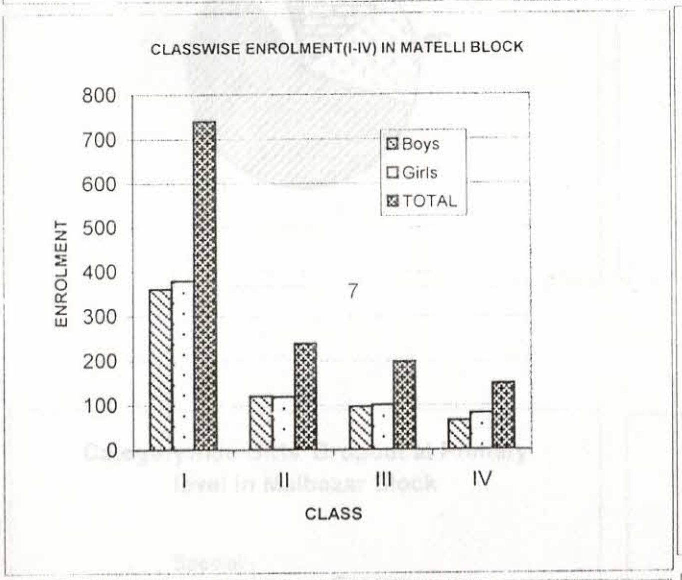


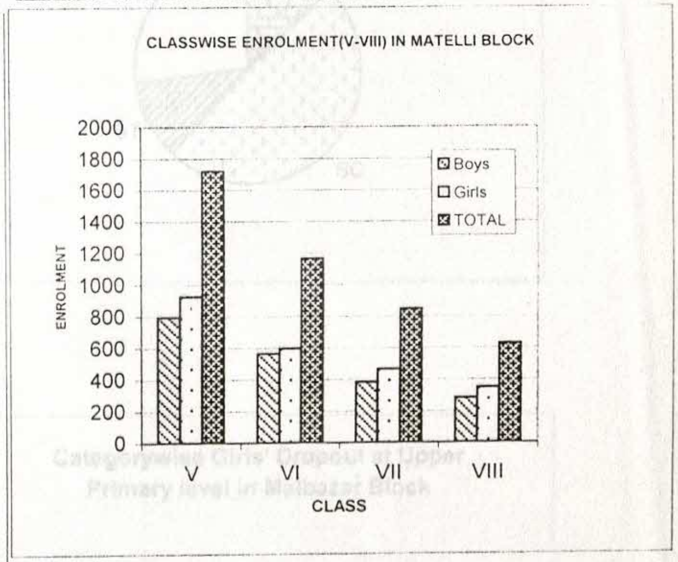


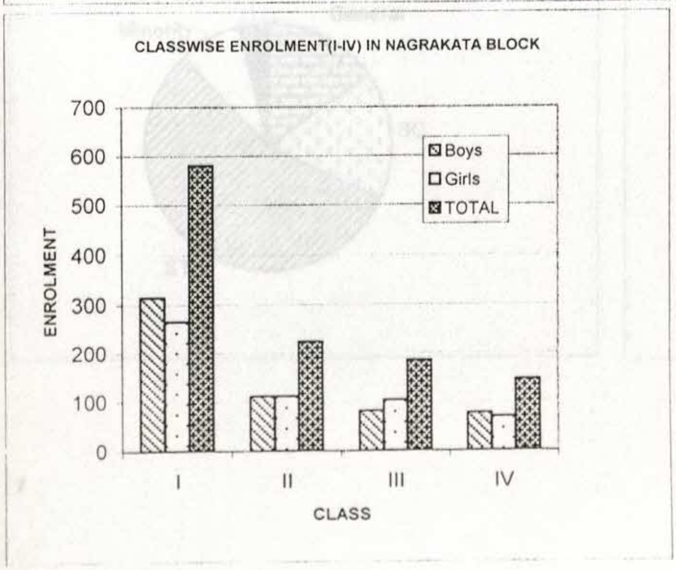


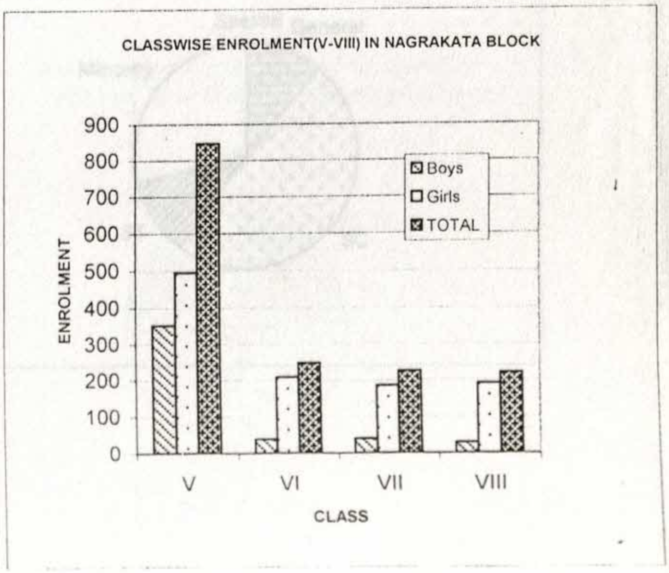

CLASSWISE ENROLMENT(I-IV) IN MAL BLOCK
ENROLMENT
CLASS
Boys
Girls
TOTAL
I
II
III
IV


CLASSWISE ENROLMENT(V-VIII) IN MAL BLOCK
ENROLMENT
CLASS
Boys
Girls
TOTAL
V
VI
VII
VIII


CLASSWISE ENROLMENT(I-IV) IN MATELLI BLOCK
ENROLMENT
CLASS
Boys
Girls
TOTAL
I
II
III
IV

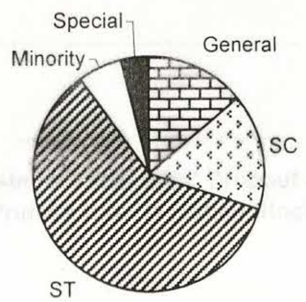

CLASSWISE ENROLMENT(V-VIII) IN MATELLI BLOCK
ENROLMENT
CLASS
Boys
Girls
TOTAL
V
VI
VII
VIII


CLASSWISE ENROLMENT(I-IV) IN NAGRAKATA BLOCK
ENROLMENT
CLASS
Boys
Girls
TOTAL
I
II
III
IV

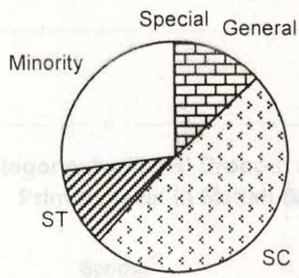

CLASSWISE ENROLMENT(V-VIII) IN NAGRAKATA BLOCK
ENROLMENT
CLASS
Boys
Girls
TOTAL
V
VI
VII
VIII

CATEGORYWISE DROPOUT STATUS

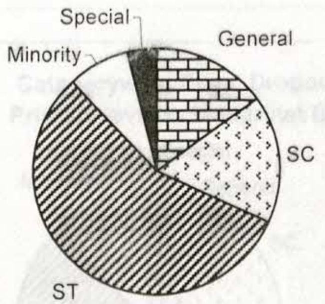
Categorywise Boys' Dropout at Primary Level in Malbazar Block



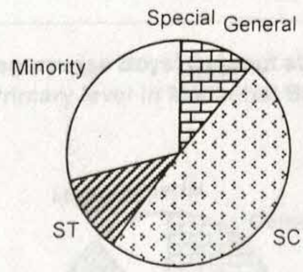
Categorywise Boys' Dropout at Upper Primary Level in Malbazar Block



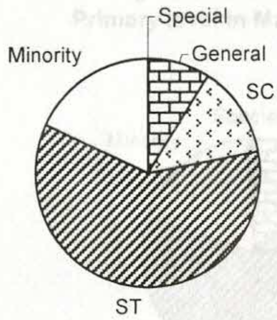
Categorywise Girls' Dropout at Primary level in Malbazar Block



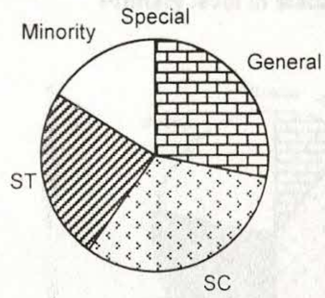
Categorywise Girls' Dropout at Upper Primary level in Malbazar Block



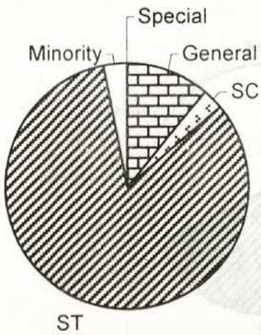
Categorywise Boys' Dropout at Primary level in Matiali Block



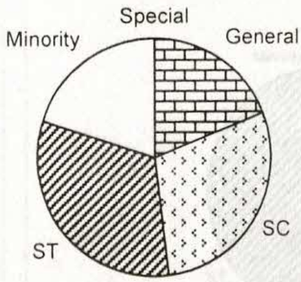
Categorywise Boys' Dropout at Upper Primary level in Matiali Block



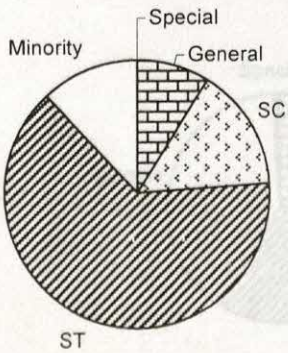
Categorywise Girls' Dropout at Primary level in Matiali Block



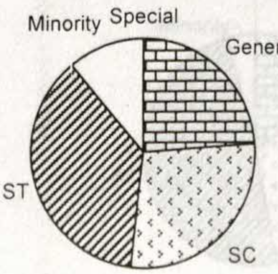
Categorywise Girls' Dropout at Upper Primary level in Matiali Block



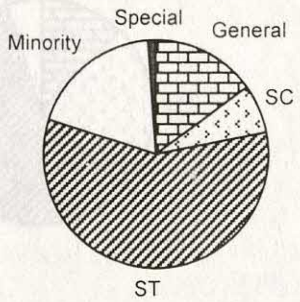
Categorywise Boys' Dropout at Primary level in Madarihat Block



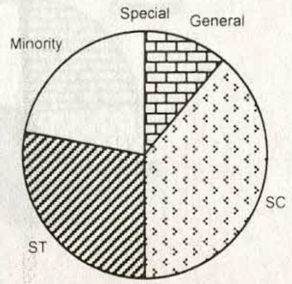
Categorywise Boys' Dropout at Upper Primary level in Madarihat Block



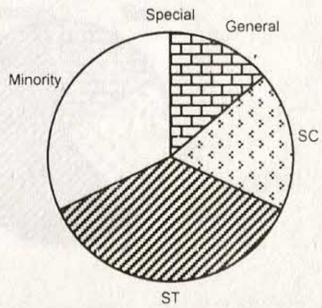
Categorywise Girls' Dropout at Primary level in Madarihat Block



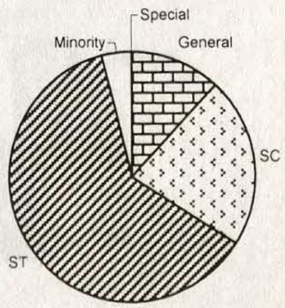
Categorywise Girls' Dropout at Upper Primary level in Madarihat Block



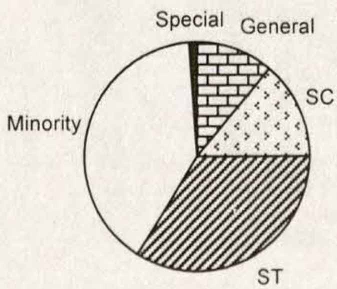
Categorywise Boys' Dropout at Primary level in Nagrakata Block



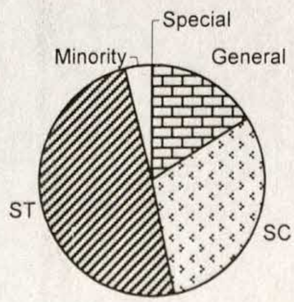
Categorywise Boys' Dropout at Upper Primary level in Nagrakata Block



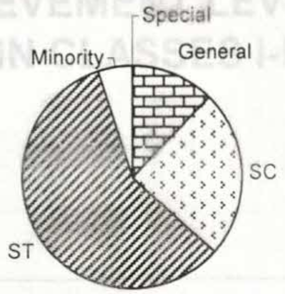
Categorywise Girls' Dropout at Primary level in Nagrakata Block



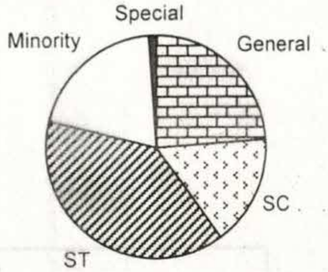
Categorywise Girls' Dropout at Upper Primary level in Nagrakata Block



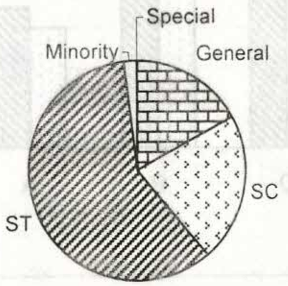
Categorywise Boys' Dropout at Primary level in Kalchini Block



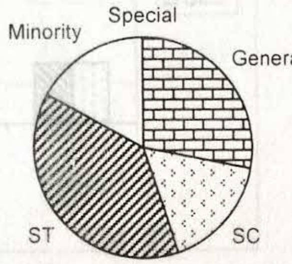
Categorywise Boys' Dropout at Upper Primary level in Kalchini Block



Categorywise Girls' Dropout at Primary level in Kalchini Block

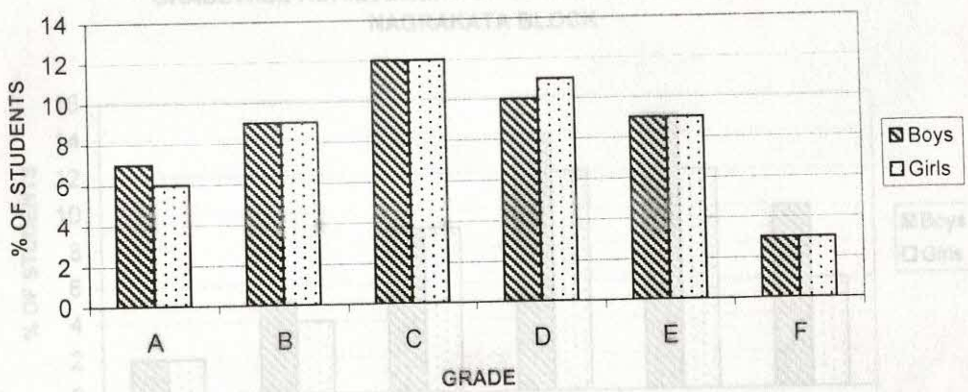


Categorywise Girls' Dropout at Upper Primary level in Kalchini Block

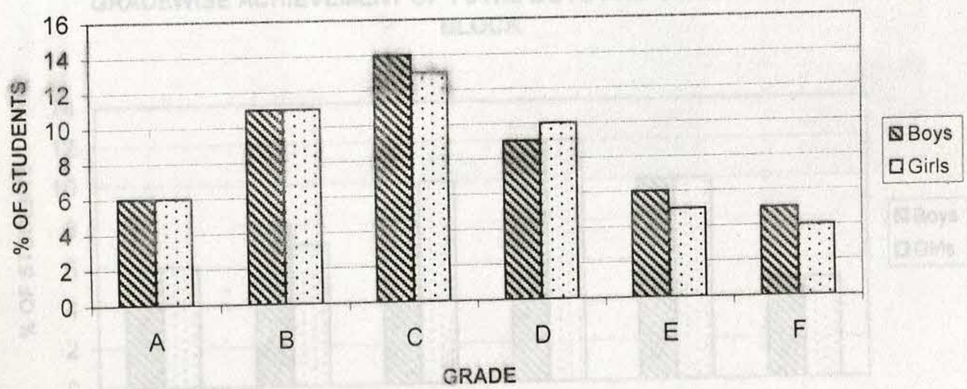


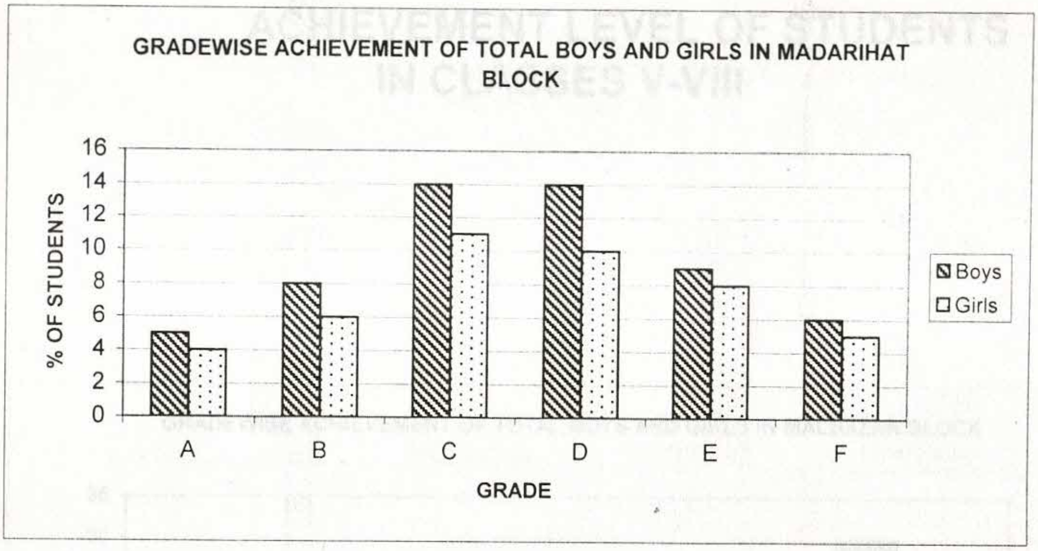
ACHIEVEMENT LEVEL OF STUDENTS IN CLASSES I-IV

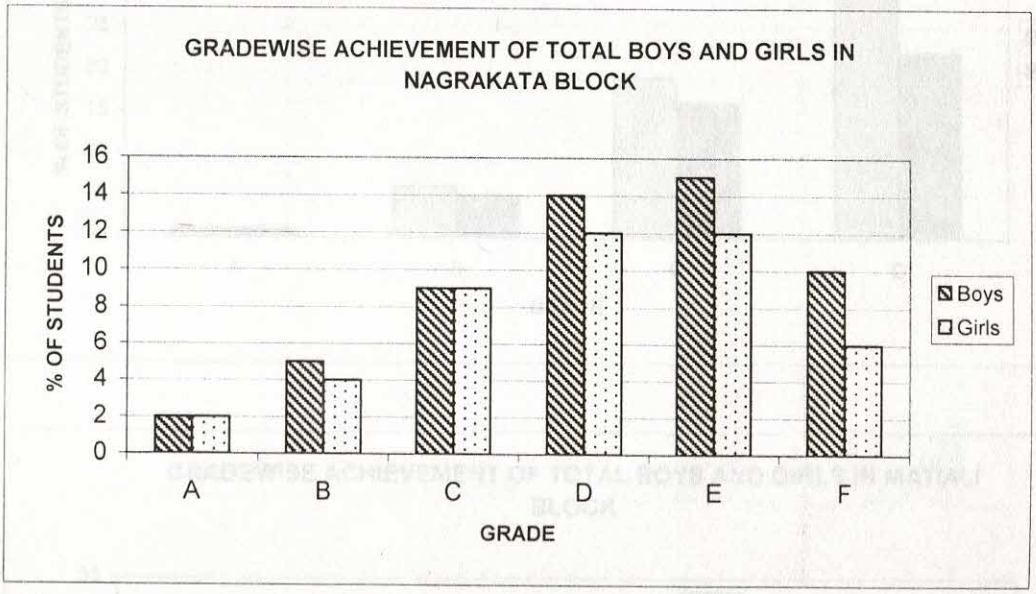
GRADEWISE ACHIEVEMENT OF TOTAL BOYS AND GIRLS IN MALBAZAR BLOCK

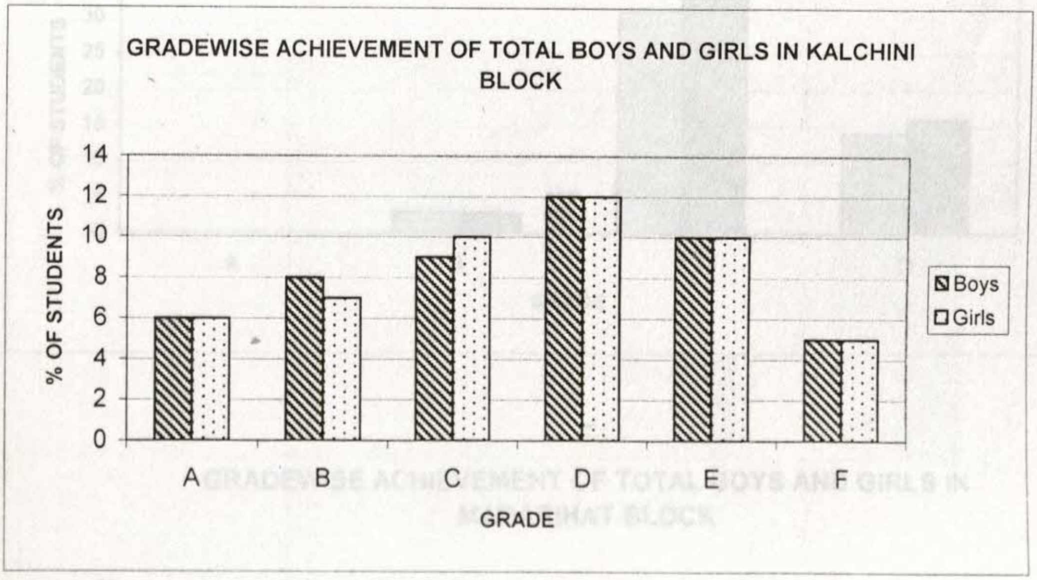


GRADEWISE ACHIEVEMENT OF TOTAL BOYS AND GIRLS IN MATIALI BLOCK

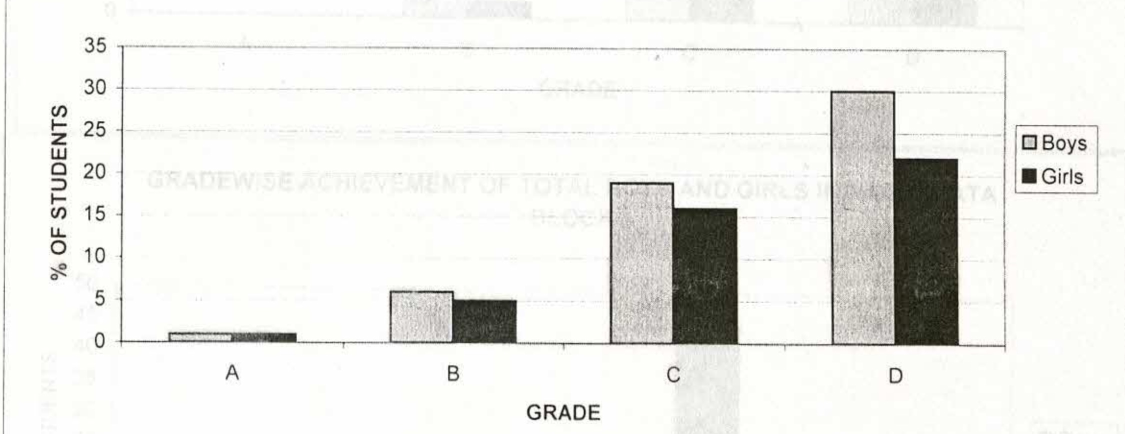



GRADEWISE ACHIEVEMENT OF TOTAL BOYS AND GIRLS IN MADARIHAT BLOCK
% OF STUDENTS
0
2
4
6
8
10
12
14
16
A
B
C
D
E
F
GRADE
Boys
Girls

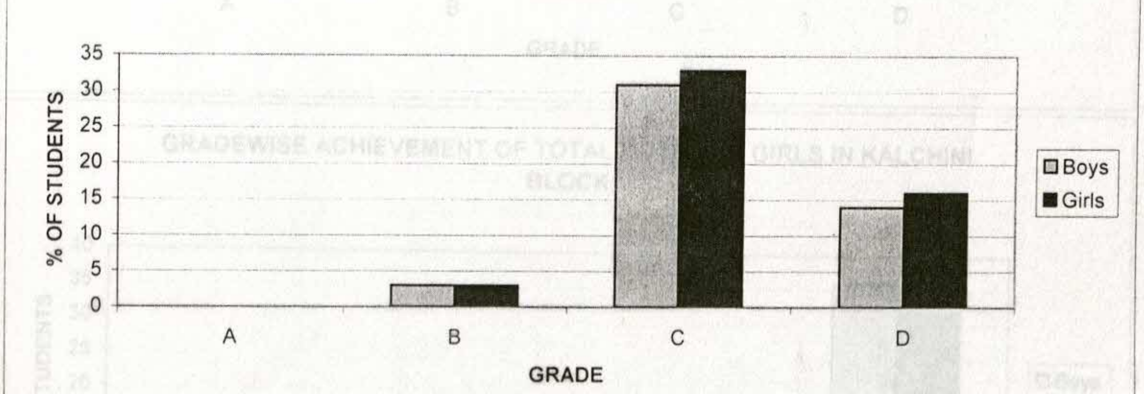

GRADEWISE ACHIEVEMENT OF TOTAL BOYS AND GIRLS IN NAGRAKATA BLOCK
% OF STUDENTS
0
2
4
6
8
10
12
14
16
A
B
C
D
E
F
GRADE
Boys
Girls


GRADEWISE ACHIEVEMENT OF TOTAL BOYS AND GIRLS IN KALCHINI BLOCK
% OF STUDENTS
0
2
4
6
8
10
12
14
A
B
C
D
E
F
GRADE
Boys
Girls

ACHIEVEMENT LEVEL OF STUDENTS IN CLASSES V-VIII



GRADEWISE ACHIEVEMENT OF TOTAL BOYS AND GIRLS IN MALBAZAR BLOCK

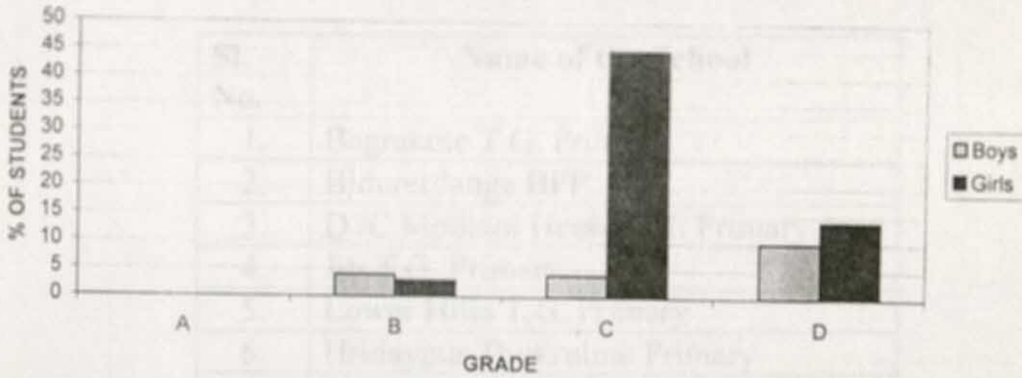


GRADEWISE ACHIEVEMENT OF TOTAL BOYS AND GIRLS IN MATIALI BLOCK

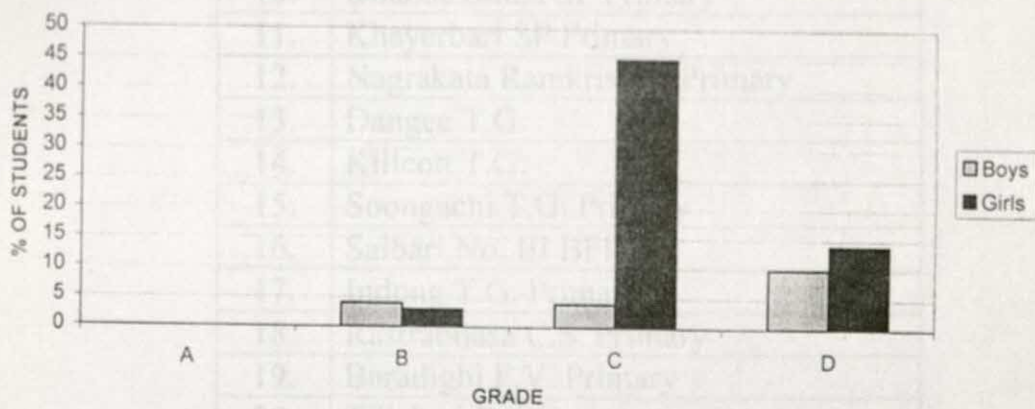
GRADEWISE ACHIEVEMENT OF TOTAL BOYS AND GIRLS IN MADARIHAT BLOCK

A-10

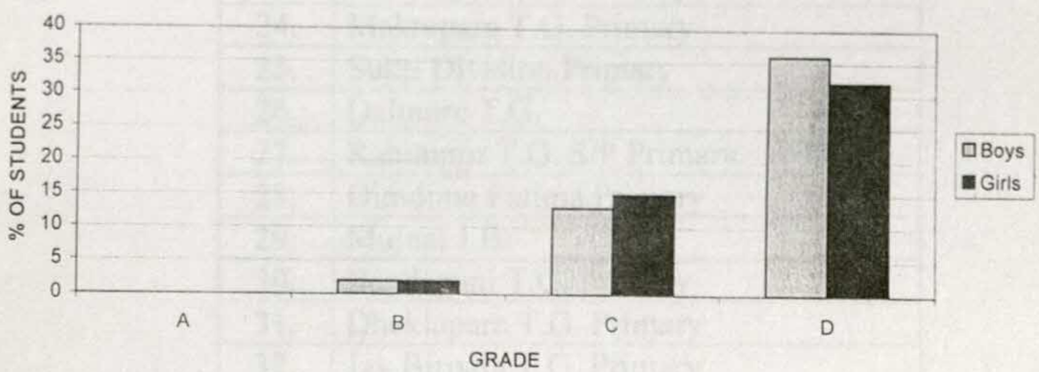
GRADEWISE ACHIEVEMENT OF TOTAL BOYS AND GIRLS IN MADARIHAT BLOCK



GRADEWISE ACHIEVEMENT OF TOTAL BOYS AND GIRLS IN NAGRAKATA BLOCK



GRADEWISE ACHIEVEMENT OF TOTAL BOYS AND GIRLS IN KALCHINI BLOCK



LIST OF SCHOOLS IN WHICH THE SURVEY WAS CONDUCTED

A. Primary Schools

Sl. No.	Name of the School
1.	Bagrakote T.G. Primary
2.	Bidurerdanga BFP
3.	D/C Moulani Hossen Ali Primary
4.	Jiti T.G. Primary
5.	Lower Hilla T.G. Primary
6.	Hridaypur Thukruline Primary
7.	Kalabari BFP
8.	Rangati SC Primary
9.	Majhialli Basti Primary
10.	Dhanda Simla SP Primary
11.	Khayerbari SP Primary
12.	Nagrakata Ramkrishna Primary
13.	Dangee T.G.
14.	Killcott T.G.
15.	Soongachi T.G. Primary
16.	Salbari No. III BFP
17.	Indong T.G. Primary
18.	Rastrabhasa C.S. Primary
19.	Baradighi F.V. Primary
20.	Tillabari Basti
21.	Yongtong T.G.
22.	Matelli T.G.
23.	Lankapara T.G. Primary
24.	Makrapara T.G. Primary
25.	Sukti Division Primary
26.	Dalmore T.G.
27.	Rahimpur T.G. S/P Primary
28.	Dimdima Fatima Primary
29.	Mujnai J.B.
30.	Bandapani T.G. Primary
31.	Dheklapara T.G. Primary
32.	Jay Birpara T.G. Primary

Sl. No.	Name of the School
33.	Hantapara T.G. East Primary
34.	Dhumchipara T.G. Primary
35.	Hantapara T.G. North Primary
36.	Totopara BFP
37.	Ballaguri Spl. Cadre
38.	Khairbari Jr. Basic
39.	Lylia Primary
40.	Aswininagar Primary
41.	Madarihat BFP
42.	Lankapara Bazar BFP
43.	Subhaspally Primary
44.	Pradhanpara BFP
45.	Debigarh Pally Primary
46.	Mendabari J.B.
47.	Gudamdabri F.V. Primary
48.	Haridas Smriti J.B.
49.	Subhaspally SP
50.	Dalsingpara T.G.
51.	Saraswati Hindi Primary
52.	Raimatang T.G.
53.	Kalchini No. 3 T.G.
54.	Chua T.G. Primary
55.	Central Dooars T.G.
56.	Nepali Prathamik Vidyalaya
57.	Buxa FT R.B. Khawa Bammibasti
58.	Vedvyas Netaji TPrimary
59.	Jaigaon Sukanta Vidyapith
60.	Torsha T.G. Primary
61.	Jaigaon-2 SP Primary
62.	Jaigaon SP Primary
63.	Hasimara No.-1 T.G. Primary
64.	Hasimara No.-3 T.G.
65.	Salbari ITDP
66.	Bamandas Smriti Primary
67.	Dima T.G. Primary
68.	Desh Bandhu Primary

Sl. No.	Name of the School
69.	Tesimla ITDP Primary
70.	Tesimla BFP Primary
71.	Golabari Spl. Primary
72.	Jogesh Chandra T.G. Primary
73.	Nepuchpur T.G. Primary
74.	Daroga Basti BFP
75.	Satsangha ASP Primary
76.	Sylee T.G. Primary
77.	Gurjonjhora T.G. Primary
78.	Rangamatee S.F. Primary
79.	Baidya Danga BFP
80.	Khalpara BFP
81.	Sologharia FV Primary
82.	Anandapur SP Primary
83.	Lataguri BFP
84.	Majhbari ST Primary
85.	Damdim No.-1 Primary
86.	Paschim Damdim Primary
87.	Bidhanpally AD Primary
88.	Manabari T.G. Primary
89.	Lesh River T.G. Primary
90.	Kalagaity ITDP
91.	Simlabari BFP

B. Upper Primary Schools

Sl. No.	Name of the School
1.	Bidhannagar Jr. High
2.	Matelli Jr. High for Girls' School
3.	Lankapara Bazar Jr. High
4.	Jaigaon Hindi Jr. High
5.	Mendabari Jr. High School
6.	Basusuba Jr. High School

C. **High Schools**

Sl. No.	Name of the School
1.	Moulani Galindra Nath High School
2.	St. Capitanio Girls' High School
3.	Kalabari TE High School
4.	Nagrakata Hindi Madhyamik School
5.	Chalsha Gayanath H.S. School
6.	Purba Batabari CM High School
7.	Sansing High School
8.	Dimdima Fatima Hindi High School
9.	Sishubari High School
10.	Dhonopati Toto Mem High School
11.	Rangalibazna H.S. School
12.	Madarihat H.S. School
13.	Birpara Girls' High School
14.	Punam Chand Mattal Memorial
15.	Hamiltonganj High School
16.	Dalsinghpara Sree Ganesh Vidyalay
17.	Kalchini Hindi High
18.	Jayanti High
19.	Hasimara Hindi High
20.	Garopara BC High School
21.	Omar Ali High School
22.	Changmari WME High School
23.	Barodighi High School
24.	Debjhora High School
25.	Rajadanga PM High School
26.	Lataguri H.S. School
27.	Gajendra Vidyamandir High School
28.	Oodlabari H.S. School

জলপাইগুড়ি জেলার নির্বাচিত অংশে ৫-১৪ (বিশেষ শিশুদের ১৮)বছর বয়সী শিশুদের শিক্ষাগত চাহিদা সংক্রান্ত তথ্য সংগ্রহকারীদের জন্য নির্দেশিকা

প্রস্তাবনা

রাজ্য শিক্ষা গবেষণা ও প্রশিক্ষণ পরিষদের (পঃ বঃ)তরফ থেকে একটি গবেষণার উদ্যোগ নেওয়া হয়েছে, যেখানে, এই জেলার নির্বাচিত অংশে তফশিলী জাতি/উপজাতি, সংখ্যালঘু সম্প্রদায় ও প্রতিবন্ধী শিশুদের শিক্ষাগত চাহিদা নির্ধারনের জন্য একটি সমীক্ষা করা হবে। সমীক্ষাকারীকে একটি গ্রাম সংসদে বিদ্যালয় শিক্ষক, পঞ্চায়েত সদস্য, অভিভাবক এবং ৫-১৪ (বিশেষ শিশুদের ১৮)বছর বয়সী শিশুদের সাক্ষাৎ করতে হবে । চারটি ভিন্ন ভিন্ন সমীক্ষাপত্র আছে যেগুলি সর্ম্পকে নিচে সংক্ষিপ্ত বর্নণা দেওয়া হল ।

১) গ্রাম সংসদ / গ্রাম পঞ্চায়েতের জন্য প্রশ্নোত্তরিকা ঃ

এই সমীক্ষাপত্রে নয়টি প্রশ্ন বা উক্তি আছে । সমীক্ষাকারী একটি নির্দিষ্ট বসতিতে পঞ্চায়েত সদস্য ও গ্রাম শিক্ষা সমিতির (VEC) প্রধানের সঙ্গে যোগাযোগ করবেন এবং তথ্য সংগ্রহ করবেন । প্রয়োজন হলে তিনি VEC ও পঞ্চায়েত সমিতির অন্যান্য সদস্যের সাহায্য নিতে পারেন । ৫-১৪ (বিশেষ ক্ষেত্রে ১৮)বছর বয়সী শিশুর যাবতীয় তথ্য VEC তে রাখা চাইল্ড রেজিষ্টার থেরে পাওয়া যাবে ।

২) প্রধান শিক্ষক/শিক্ষিকার জন্য প্রশ্নোত্তরিকা ঃ

একই সংসদে বা বসতিতে একাধিক বিদ্যালয় থাকলে একাধিক সমীক্ষাপত্র ব্যবহার করতে হবে । এই সমীক্ষাপত্রে মোট পনেরোটি প্রশ্ন বা উক্তি আছে ।

সংশ্লিষ্ট বিদ্যালয়ের প্রধানের (না থাকলে ভারপ্রাপ্ত শিক্ষক)সঙ্গে সাক্ষাৎ করে বিদ্যালয়ে সংরক্ষিত যাবতীয় রেকর্ড পর্যালোচনা করে তথ্য সংগ্রহ করতে হবে । এইজন্য Attendance Register/Progress Report ইত্যাদি দেখা যেতে পারে । মনে রাখতে হবে ঐ লক্ষ্যদলের শিক্ষা সংক্রান্ত সম্পূর্ণ তথ্য যেন সংগৃহীত হয় ।

৩) অভিভাবক/অভিভাবিকাদের জন্য প্রশ্নোত্তরিকা ঃ

এই সমীক্ষাপত্রে মোট ষোলোটি প্রশ্ন আছে । নির্বাচিত বসতিতে কমপক্ষে দশজন অভিভাবককে সাক্ষাৎ করতে হবে যাঁদের সন্তান শিক্ষা প্রতিষ্ঠানের ছাত্র বা ছাত্রী ।

তাঁদের সঙ্গে আলোচনার মাধ্যমে মতামত সংগ্রহ করতে হবে । সমীক্ষাপত্রে নেই এমন শিক্ষা সংক্রান্ত কোনো মত বা সূত্র পাওয়া গেলে তা লিখে রাখতে হবে ।

৪) শিক্ষার্থীদের জন্য প্রশ্নোত্তরিকা ঃ

এই সমীক্ষাপত্রে মোট তেইশটি প্রশ্ন আছে । ঐ নির্বাচিত বসতিতে যে অভিভাবকদের সাক্ষাৎ করা হয়েছিল তাঁদের ছেলে বা মেয়ের কাছে তথ্য সংগ্রহ করতে হবে । সমসংখ্যক ছাত্র ও ছাত্রী হলে ভাল হয় । তারা প্রাথমিক ও উচ্চমাধ্যমিক হলে ভাল হয় ।

গ্রাম সংসদ / গ্রাম পঞ্চায়েতের জন্য প্রশ্নোত্তরিকাঃ

নিচের প্রশ্নগুলি মন দিয়ে পড়ে উত্তর দিন। প্রশ্নোত্তরিকাতে ব্যবহৃত বাক্সগুলিতে আপনার পছন্দমত টিক ✓) চিহ্ন দিন।

১) (ক) গ্রাম শিক্ষা কমিটির নাম ও নম্বর ঃ

(খ) গ্রাম-সংসদের নাম ঃ

(গ) গ্রাম পঞ্চায়েতের নাম ঃ

(ঘ) ব্লক ঃ

(ঙ) জেলা ঃ

(চ) নিকটতম প্রাথমিক বিদ্যালয়ের নাম ঃ

২) গ্রাম-সংসদে কী কী ধরনের ও কতগুলি শিক্ষা প্রতিষ্ঠান আছে, সংখ্যা লিখুন ঃ

(ক)প্রাথমিক বিদ্যালয়

(খ)উচ্চ প্রাথমিক বিদ্যালয়

(গ)মাধ্যমিক বিদ্যালয়

(ঘ)উচ্চ মাধ্যমিক বিদ্যালয়

(ঙ)মাদ্রাসা

(চ)শিশু শিক্ষা কেন্দ্র

(ছ)মাধ্যমিক শিক্ষা কেন্দ্র

(জ)সেতু পাঠক্রম কেন্দ্র (প্রাথমিক স্তরে)

(ঝ))সেতু পাঠক্রম কেন্দ্র (উচ্চ প্রাথমিক স্তরে)

(ঞ)রবীন্দ্র মুক্ত বিদ্যালয়

(ট)অন্যান্য

৩) সংশ্লিষ্ট গ্রাম সংসদের এলাকায় পাড়া/বসতি ভিত্তিক বেশীরভাগ মানুষ কী কী পেশার সঙ্গে যুক্ত? অগ্রাধিকার ভিত্তিতে (ক), (খ) অথবা (গ) ঘরে নিম্নলিখিত কোড গুলির মধ্যে থেকে যথাযথ কোডগুলি লিখুন।

(ক)..; (খ)..

(গ)..

১)কৃষিকাজ

২)কাজের সন্ধানে অন্যত্র যেতে হয় (পুব/নাবাল খাটতে যাওয়া)

৩)চাকুরী

৪)ব্যবসা

৫)মৎস্য চাষ

৬)শালপাতার কাজ/মাদুর তৈরী

৭)বনজাত দ্রব্য সংক্রান্ত

৮)চা বাগিচার কাজ

৯)ক্ষেতমজুর

(১০)দিন মজুর (কৃষিকাজ ব্যতীত)

(১১)জরির কাজ

(১২)রেশম শিল্পের কাজ

(১৩)তাঁতের কাজ

(১৪)পশু পালন (গরু, ছাগল, মহিষ)

(১৫)মুরগী খামার

(১৬)রাজ মিস্ত্রি, সোনার কাজ, রুপার কাজ, লোহার কাজ, কাঠের কাজ, ইত্যাদি

(১৭) ভ্যান/রিক্সা চালক

(১৮)অন্যান্য

৪) সংশ্লিষ্ট গ্রাম সংসদের এলাকায় শিশুর সংখ্যা সংক্রান্ত তথ্যঃ

বিভাগ	৫+ থেকে ৮+ বয়সের		৯+ থেকে ১৩+ বয়সের		১৪+ থেকে ১৮+ বয়সের		মোট	
	বালক	বালিকা	বালক	বালিকা	বালক	বালিকা	বালিকা	বালিকা
সাধারণ								
তফশিলী জাতি								
তফশিলী উপজাতি								
সংখ্যালঘু সম্প্রদায়								
বিশেষ চাহিদা সম্পন্ন								
মোট								

৫) বসতিভিত্তিক পরিকল্পনায় সংগৃহীত তথ্য অনুযায়ী (২০০৩-২০০৪) সংশ্লিষ্ট সংসদে বিদ্যালয় বহির্ভূত শিশুর সংখ্যা সংক্রান্ত তথ্যঃ

	কখনো বিদ্যালয়ে ভর্তি হয়নি										পড়তে পড়তে ছেড়ে দিয়েছে									
	সাধারণ		তফশিলী জাতি		তফশিলী উপজাতি		সংখ্যালঘু সম্প্রদায়		বিশেষ চাহিদা সম্পন্ন		সাধারণ		তফশিলী জাতি		তফশিলী উপজাতি		সংখ্যালঘু সম্প্রদায়		বিশেষ চাহিদা সম্পন্ন	
বয়স সীমা	বালক	বালিকা	বালক	বালিকা	বালক	বালিকা	বালক	বালিকা	বালক	বালিকা	বালক	বালিকা	বালক	বালিকা	বালক	বালিকা	বালক	বালিকা	বালক	বালিকা
৫ থেকে ৮																				
৯ থেকে ১৩																				
১৪ থেকে ১৮																				
মোট																				

৬)　ক)গ্রাম-সংসদে বসবাসকারী ৫-১৮ বছরের ছেলে মেয়েরা যারা বিদ্যালেয়ে ভর্ত্তি হতে পারেনি অথবা বিদ্যালয় ছুট হয়ে গেছে নিম্নলিখিত কারণ অনুযায়ী যথাযথ মোট শিশুর সংখ্যা লিখুনঃ্যা লিখুনঃ

কারণ	সাধারণ		তফশিলী জাতি		তফশিলী উপজাতি		সংখ্যালঘু সম্প্রদায়		বিশেষ চাহিদা সম্পন্ন	
	বালক	বালিকা	বালক	বালিকা	বালক	বালিকা	বালিকা	বালিকা	বালিকা	বালিকা
গ্রহণযোগ্য দূরত্বে বিদ্যালয় নেই										
কাজের সন্ধানে বাইরে যেতে হয়										
গৃহকর্ম করতে হয়										
পারিবারিক পেশায় সাহায্য করতে হয়										
নিরাপত্তার অভাব										
বিদ্যালয় কক্ষে স্থানাভাব										
বিশেষ চাহিদা সম্পন্ন শিশুদের জন্য প্রয়োজনীয় ব্যবস্থা না থাকা										
অন্যান্য কারণ										

খ)এই সমস্যাগুলি সমাধানের জন্য আপনারা কোন ব্যবস্থা নিয়ে থাকলে তার সংক্ষিপ্ত বিবরণ দিন।

৭) ক)আপনার এলাকায় বিজ্ঞান বিষয়ক আলোচনা বা বিজ্ঞান বিষয়ক কর্মসূচী হয় কি?

হ্যাঁ ☐ না ☐

খ)যদি হয় তার সংক্ষিপ্ত বিবরণ দিন।

গ)আরো কি ধরনের কর্মসূচী নেওয়া যেতে পারে বলে আপনারা মনে করেন?

৮) ক)আপনার এলাকায় শিক্ষা/স্বাস্থ্য সচেতনতা বৃদ্ধির জন্য কোনও কর্মসূচী/ব্যবস্থা গ্রহণ করা হয়েছে?

হ্যাঁ ☐ না ☐

খ)কোনও কর্মসূচী/ব্যবস্থা গৃহীত হয়ে থাকলে, সংক্ষিপ্ত বিবরণ দিন।

৯) ক)আপনার এলাকায় স্বেচ্ছাসেবী সংস্থা আছে কি? হ্যাঁ ☐ না ☐

খ)থাকলে নাম জানানঃ

গ)আপনার এলাকায় সেই সংস্থা তফশিলী জাতি, তফশিলী উপজাতি, সংখ্যালঘু সম্প্রদায়, বিশেষ চাহিদা সম্পন্ন শিশুদের শিক্ষা প্রসারের জন্য কোন কর্মসূচী গ্রহণ করেছে কি?

হ্যাঁ ☐ না ☐

ঘ) কোন কর্মসূচী গ্রহণ করে থাকলে তার সংক্ষিপ্ত বিবরণ ও ফলাফল জানানঃ

সমীক্ষকের নাম -..

সমীক্ষার তারিখ -..

সমীক্ষকের স্বাক্ষর-..

প্রধান শিক্ষক/শিক্ষিকার জন্য প্রশ্নোত্তরিকা

১) বিদ্যালয়ের নামঃ

২) বিদ্যালয়ের ঠিকানাঃ গ্রামঃ চক্রঃ গ্রাম পঞ্চায়েত

ব্লকঃ জেলাঃ গ্রাম সংসদ

৩) বিদ্যালয়ের শিক্ষক/শিক্ষিকার সংখ্যা সংক্রান্ত তথ্যঃ

সাধারণ		তফশিলী জাতি		তফশিলী উপজাতি		সংখ্যালঘু সম্প্রদায়		বিশেষ চাহিদা সম্পন্ন		মোট	
শিক্ষক	শিক্ষিকা	শিক্ষক	শিক্ষিকা	শিক্ষক	শিক্ষিকা	শিক্ষক	শিক্ষিকা	শিক্ষক	শিক্ষিকা	শিক্ষক	শিক্ষিকা

প্রশিক্ষণপ্রাপ্ত শিক্ষক/শিক্ষিকার সংখ্যা সংক্রান্ত তথ্য ঃ

৪) শিক্ষা প্রতিষ্ঠানে ভর্তি ছাত্রছাত্রীর সংখ্যা সংক্রান্ত তথ্য (বর্তমান সময়ে) ২০০৫ - ০৬

শ্রেণী	সাধারণ		তফশিলী জাতি		তফশিলী উপজাতি		সংখ্যালঘু সম্প্রদায়		বিশেষ চাহিদা সম্পন্ন		মোট	
	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী
১ম												
২য়												
৩য়												
৪র্থ												
৫ম												
৬ষ্ঠ												
৭ম												
৮ম												

৫) শেষ শিক্ষাবর্ষের হাজিরা খাতা অনুযায়ী শিক্ষা প্রতিষ্ঠানে ভর্তি হওয়া ছাত্র-ছাত্রীদের উপস্থিতি সংক্রান্ত তথ্য ঃ

	১১০দিনের কম বিদ্যালয়ে এসেছে								১১০ - ১৬৫ দিনে বিদ্যালয়ে এসেছে								১৬৫ দিনের বেশী বিদ্যালয়ে এসেছে							
	সাধারণ		তফশিলী জাতি		তফশিলী উপজাতি		বিশেষ চাহিদা সম্পন্ন		সাধারণ		তফশিলী জাতি		তফশিলী উপজাতি		বিশেষ চাহিদা সম্পন্ন		সাধারণ		তফশিলী জাতি		তফশিলী উপজাতি		বিশেষ চাহিদা সম্পন্ন	
শ্রেণী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী
১ম																								
২য়																								
৩য়																								
৪র্থ																								
৫ম																								
৬ষ্ঠ																								
৭ম																								
৮ম																								

৬) বিদ্যালয়ের শেষ শিক্ষাবর্ষের ফলাফল সংক্রান্ত তথ্য :

ক) প্রথম থেকে চতুর্থ শ্রেণীর জন্য :

	ক									
	সাধারণ		তফশিলী জাতি		তফশিলী উপজাতি		সংখ্যালঘু সম্প্রদায়		বিশেষ চাহিদা সম্পন্ন	
শ্রেণী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী
প্রথম										
দ্বিতীয়										
তৃতীয়										
চতুর্থ										

	খ									
	সাধারণ		তফশিলী জাতি		তফশিলী উপজাতি		সংখ্যালঘু সম্প্রদায়		বিশেষ চাহিদা সম্পন্ন	
শ্রেণী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী
প্রথম										
দ্বিতীয়										
তৃতীয়										
চতুর্থ										

	গ									
	সাধারণ		তফশিলী জাতি		তফশিলী উপজাতি		সংখ্যালঘু সম্প্রদায়		বিশেষ চাহিদা সম্পন্ন	
শ্রেণী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী
প্রথম										
দ্বিতীয়										
তৃতীয়										
চতুর্থ										

	ঘ									
	সাধারণ		তফশিলী জাতি		তফশিলী উপজাতি		সংখ্যালঘু সম্প্রদায়		বিশেষ চাহিদা সম্পন্ন	
শ্রেণী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী
প্রথম										
দ্বিতীয়										
তৃতীয়										
চতুর্থ										

	ঙ									
	সাধারণ		তফশিলী জাতি		তফশিলী উপজাতি		সংখ্যালঘু সম্প্রদায়		বিশেষ চাহিদা সম্পন্ন	
শ্রেণী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী
প্রথম										
দ্বিতীয়										
তৃতীয়										
চতুর্থ										

	চ									
	সাধারণ		তফশিলী জাতি		তফশিলী উপজাতি		সংখ্যালঘু সম্প্রদায়		বিশেষ চাহিদা সম্পন্ন	
শ্রেণী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী
প্রথম										
দ্বিতীয়										
তৃতীয়										
চতুর্থ										

ক : ৮১% – ১০০% খ : ৬৬% – ৮০% গ : ৫১% – ৬৫%

ঘ : ৩৬% – ৫০% ঙ : ২০% – ৩৫% চ : ০% – ১৯%

৬) খ) পঞ্চম থেকে অষ্টম শ্রেণীর জন্য ঃ

	৩৪ শতাংশের কম										৩৪-৬০শতাংশ									
	সাধারণ		তফশিলী জাতি		তফশিলী উপজাতি		সংখ্যালঘু সম্প্রদায়		বিশেষ চাহিদা সম্পন্ন		সাধারণ		তফশিলী জাতি		তফশিলী উপজাতি		সংখ্যালঘু সম্প্রদায়		বিশেষ চাহিদা সম্পন্ন	
শ্রেণী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী
পঞ্চম																				
ষষ্ঠ																				
সপ্তম																				
অষ্টম																				

	৬১-৮০ শতাংশ										৮০ শতাংশের বেশী									
	সাধারণ		তফশিলী জাতি		তফশিলী উপজাতি		সংখ্যালঘু সম্প্রদায়		বিশেষ চাহিদা সম্পন্ন		সাধারণ		তফশিলী জাতি		তফশিলী উপজাতি		সংখ্যালঘু সম্প্রদায়		বিশেষ চাহিদা সম্পন্ন	
শ্রেণী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী
পঞ্চম																				
ষষ্ঠ																				
সপ্তম																				
অষ্টম																				

৭) ক) স্কুলে ছাত্রদের শৌচাগার আছে কি? হ্যাঁ ☐ না ☐

খ) স্কুলে ছাত্রীদের শৌচাগার আছে কি? হ্যাঁ ☐ না ☐

গ) স্কুলে পানীয় জলের ব্যবস্থা আছে কি? হ্যাঁ ☐ না ☐

গ) বিদ্যালয়ে ছাত্রছাত্রী উভয়ের জন্য সাধারণ শৌচাগার আছে কি হ্যাঁ ☐ না ☐

৮) ক) স্কুলে খেলার মাঠ আছে কি? হ্যাঁ ☐ না ☐

খ) স্কুলে বার্ষিক ক্রীড়া প্রতিযোগিতা হয় কি? হ্যাঁ ☐ না ☐

গ) বার্ষিক ক্রীড়া প্রতিযোগিতায় সকল ছাত্রছাত্রী অংশ গ্রহণ করে কি? হ্যাঁ ☐ না ☐

ঘ) বার্ষিক ক্রীড়া প্রতিযোগিতায় বিশেষ চাহিদা সম্পন্ন ছাত্রছাত্রীদের জন্য কোন বিশেষ ব্যবস্থা করা হয় কি? হ্যাঁ ☐ না ☐

ঙ) যদি করা হয়, তার বিবরণ দিন ।

৯) ক) স্কুলে কোন বৃত্তিমূলক শিক্ষাপ্রকল্প চালু আছে কি? হ্যাঁ ☐ না ☐

খ) ঐ শিক্ষার ক্ষেত্রে তফশিলী জাতি, তফশিলী উপজাতি, সংখ্যালঘু সম্প্রদায়, বিশেষ চাহিদা সম্পন্ন ছাত্রছাত্রীদের বিশেষ উৎসাহ দেওয়া হয় কি? হ্যাঁ ☐ না ☐

গ) উৎসাহ দেওয়া হয়ে থাকলে কিভাবে দেওয়া হয় জানান ।

১০) ক) আঞ্চলিক সংস্কৃতি/রীতি রেওয়াজ বিদ্যালয়ের সহপাঠক্রমিক কর্মসূচীতে অর্ন্তভূক্ত করা হয় কি? হ্যাঁ ☐ না ☐

খ) করা হলে কিভাবে, উল্লেখ করুন।

১১) বিদ্যালয়ে শিক্ষক অভিভাবক সমিতি আছে কি? হ্যাঁ ☐ না ☐

১২) বিদ্যালয়ে র‍্যাম্প আছে কি? । হ্যাঁ ☐ না ☐

১৩) ক) শ্রেণী কক্ষে পাঠদানের ভাষা মাধ্যম কি?

শুদ্ধ বাংলা ☐ প্রচলিত বাংলা ☐

স্থানীয় ভাষা ☐ অন্যান্য ☐

খ) স্থানীয় ছাত্রছাত্রীদের মধ্যে কোন ভাষামাধ্যমটি সবচেয়ে বেশী গ্রহণযোগ্য?

১৪) ক)বিগত শিক্ষাবর্ষে বিদ্যালয় ছুট সংক্রান্ত তথ্যঃ

	সাধারণ		তফশিলী জাতি		তফশিলী উপজাতি		সংখ্যালঘু সম্প্রদায়		বিশেষ চাহিদা সম্পন্ন	
শ্রেণী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী
প্রথম										
দ্বিতীয়										
তৃতীয়										
চতুর্থ										
পঞ্চম										
ষষ্ঠ										
সপ্তম										
অষ্টম										

খ)আপনার মতে বিদ্যালয় ছুট কমানোর উপায় কি?

১৫) আপনার মতে বহির্ভূত শিশুদের স্কুলে নিয়ে আসার উপায় কি?

সমীক্ষকের নাম - ....

সমীক্ষার তারিখ - ....

সমীক্ষকের স্বাক্ষর- .... প্রধান শিক্ষকের স্বাক্ষর- ....

অভিভাবক/অভিভাবিকাদের জন্য প্রশ্নোত্তরিকা

নিচের প্রশ্নগুলি মন দিয়ে পড়ে উত্তর দিন। প্রশ্নোত্তরিকাতে ব্যবহৃত বাক্সগুলিতে আপনার পছন্দমত ঠিক (✓) চিহ্ন দিন।

১) (ক)অভিভাবক/অভিভাবিকার নামঃ

গ্রাম সংসদঃ গ্রাম পঞ্চায়েতঃ

ব্লকঃ জেলাঃ

(খ) বয়সঃ তফশিলী জাতি

শিক্ষাগত যোগ্যতাঃ তফশিলী উপজাতি

পেশাঃ সংখ্যালঘু সম্প্রদায়

বিশেষ চাহিদা সম্পন্ন

২) (ক)আপনি কি আপনার সন্তানদের নিজের পেশায় নিয়ে আসতে চান? হ্যাঁ ☐ না ☐

(খ) যদি না চান তাহলে কারণ উল্লেখ করুনঃ

৩) (ক)আপনার বাড়ির ৫ থেকে ১৩ বছর বয়সী স্বাভাবিক সন্তানদের সংখ্যা কত?

ছেলে ☐ মেয়ে ☐

(খ)আপনার বাড়ির ৫ থেকে ১৮ বছর বয়সী বিশেষ চাহিদা সম্পন্ন সন্তানদের সংখ্যা কত?

ছেলে ☐ মেয়ে ☐

(গ)কি ধরনের বিশেষ চাহিদা সম্পন্ন?

শারীরিক ☐ মানসিক ☐ অন্যান্য ☐

৪) (ক)আপনার বাড়ির ৫ থেকে ১৮ বছর বয়সী সব ছেলেমেয়েরা কি বিদ্যালয়ে যায় ?

হ্যাঁ ☐ না ☐

(খ)কতজন যায়? ছেলে ☐ মেয়ে ☐

(গ)কতজন যায় না ? ছেলে ☐ মেয়ে ☐

৫) (ক)আপনার বাড়ির ৫ থেকে ১৮ বছর বয়সী সব ছেলেমেয়েদের মধ্যে কেউ কি বিদ্যালয়ে পড়তে পড়তে ছেড়ে দিয়েছে? হ্যাঁ ☐ না ☐

(খ)বিদ্যালয় ছুটের সংখ্যা লিখুনঃ ছেলে ☐ মেয়ে ☐

(গ)কোন ক্লাসে পড়া ছেড়েছে এবং কতজন?

(ঘ) বিদ্যালয় ছুটের কারণ উল্লেখ করুনঃ অগ্রাধিকার ভিত্তিতে ১, ২ অথবা ৩ লিখুন।

গ্রহণযোগ্য দূরত্বে বিদ্যালয় নেই	☐	গৃহকর্ম করতে হয়	☐
বিদ্যালয় কক্ষে স্থানাভাব	☐	কাজের সন্ধানে বাইরে যেতে হয়	☐
বিশেষ চাহিদা সম্পন্ন ছেলেমেয়েদের জন্য প্রয়োজনীয় ব্যবস্থা না থাকা	☐	পারিবারিক পেশায় সাহায্য করতে হয়	☐
পড়াশুনায় আগ্রহ নেই	☐	মেয়েদের তাড়াতাড়ি বিয়ে হয়ে যায়	☐
ক্লাসে বারবার ফেল করে	☐	অন্যান্য	☐

৬) আপনার বাড়ির ছেলেমেয়েদের বিদ্যালয়ের পঠন পাঠন সম্পর্কে আপনার ধারণাঃ

ভাল ☐ খারাপ ☐ মাঝারি ☐

৭) বাড়িতে পড়াশুনার জন্য নিম্নলিখিত গুলির মধ্যে যেগুলি কার্যকরী সেগুলিতে টিক (✓) চিহ্ন দিন

ক) পড়াশুনার জন্য পৃথক ঘর আছে ☐

খ) পড়াশুনার জন্য প্রয়োজনীয় বই খাতা আছে ☐

গ) গৃহকাজ করতে হয় না ☐

ঘ) বাড়ির ছোট ভাই-বোনদের দেখাশুনার ভার নিতে হয় না ☐

ঙ) কাজের সন্ধানে অন্যত্র যেতে হয় না ☐

৮) বাড়ির ৫ থেকে ১৮ বছর বয়সী সব ছেলেমেয়েদের পড়াশুনার ব্যাপারে কে সাহায্য করেন?

আপনি সাহায্য করেন	☐	গৃহশিক্ষকের প্রয়োজন হয়	☐
পরিবারের অন্যকেউ সাহায্য করেন	☐	স্বেচ্ছাসেবী সংস্থা সাহায্য করে	☐
কেউ করেন না (নিজে পড়ে)	☐		

৯) আপনি বাড়ির ছেলেমেয়েদের কোন বিদ্যালয়ে পড়াতে চান? সরকারী ☐ বেসরকারী ☐

১০) আপনি আপনার বাড়ির ছেলেমেয়েদের কতদূর পর্যন্ত শিক্ষা দিতে চান?

ছেলেঃ প্রাথমিক ☐ মাধ্যমিক ☐ উচ্চমাধ্যমিক ☐ স্নাতক ☐ স্নাতকোত্তর ☐ কারিগরী ☐

মেয়েঃ প্রাথমিক ☐ মাধ্যমিক ☐ উচ্চমাধ্যমিক ☐ স্নাতক ☐ স্নাতকোত্তর ☐ কারিগরী ☐

১১) (ক) আপনার বাড়ির ছেলেমেয়েরা যে বিদ্যালয়ে পড়াশুনা করে সেই বিদ্যালয়ে আপনি কি মাঝে মধ্যে যান? হ্যাঁ ☐ না ☐

(খ) যদি না যান, তার কারণ উল্লেখ করুনঃ

১২) (ক) বাড়ির ছেলেমেয়েদের পড়াশুনার ব্যাপারে আপনি কি শিক্ষক/শিক্ষিকাদের সঙ্গে কোনও আলোচনা করে থাকেন? হ্যাঁ ☐ না ☐

(খ) যদি না করে থাকেন তাহলে কারণ উল্লেখ করুনঃ

১৩) বাড়ির ছেলেমেয়েদের পড়াশুনা শেখানোর লক্ষ্য কি? অগ্রাধিকার ভিত্তিতে প্রদত্ত বাক্সে ১, ২ অথবা ৩ লিখুন।

(ক) চাকুরী পাওয়ার জন্য ☐
(খ) ব্যবসার সুবিধার জন্য ☐
(গ) সামাজিক সচেতনতা বৃদ্ধির জন্য ☐
(ঘ) দৈনন্দিন জীবন যাপনের জন্য ☐

১৪) (ক) বাড়ির ছেলেমেয়েরা কি বিদ্যালয়ের বই ছাড়া অন্য কোনও বই পড়তে ইচ্ছা প্রকাশ করে?
হ্যাঁ ☐ না ☐

(খ) কি ধরনের বই পড়তে ইচ্ছা প্রকাশ করে?

১৫) আপনার বাড়ির ছেলে মেয়ে যে বিদ্যালয়ে পড়ে সেই বিদ্যালয় সম্পর্কে আপনার অভিমতঃ

(ক) নিয়মিত ক্লাস হয় না
(খ) শিক্ষক-শিক্ষিকার সংখ্যা অপর্যাপ্ত
(গ) শিক্ষক-শিক্ষিকাগণ বিদ্যালয়ে প্রায়শঃই অনুপস্থিত থাকেন
(ঘ) বিদ্যালয়ের ঘরের অবস্থাঃ খারাপ / মোটামুটি / ভাল
(ঙ) বিদ্যালয়ের সামগ্রিক মানঃ খারাপ / মোটামুটি / ভাল

১৬) কি কি ব্যবস্থা গ্রহণ করলে বিদ্যালয়ের মান উন্নয়ন সম্ভব?

সমীক্ষকের নাম -. ....

সমীক্ষার তারিখ - ....

সমীক্ষকের স্বাক্ষর- ....

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শিক্ষার্থীদের জন্য প্রশ্নোত্তরিকা

নিচের প্রশ্নগুলি মন দিয়ে পড়ে উত্তর দিন। প্রশ্নোত্তরিকাতে ব্যবহৃত বাক্সগুলিতে আপনার পছন্দমত **টিক** (√) **চিহ্ন দিন।**

১) (ক) শিক্ষার্থীর নামঃ (খ) বিদ্যালয়ের নামঃ

(গ) শিক্ষার্থীর ঠিকানাঃ

২) (ক) শিক্ষার্থীর বয়স ঃ

(খ) শিক্ষার্থীর লিঙ্গ ঃ

(গ) শিক্ষার্থী কোন শ্রেণীতে পড়ে ঃ

৩) (ক) শিক্ষার্থী কোন ধর্মাবলম্বী ঃ

(খ) শিক্ষার্থীর কোন সম্প্রদায় বা জাতি ভুক্ত ?

৪) (ক) শিক্ষার্থী কি বিশেষ চাহিদাসম্পন্ন ? হ্যাঁ ☐ না ☐

(খ) কি ভাবে বিশেষ চাহিদাসম্পন্ন -

(১) শারীরিক ভাবে

(২) মানসিক ভাবে

৫) অভিভাবকের শিক্ষাগত যোগ্যতা -

বাবা- মা-

৬) অভিভাবকের পেশা -

৭) পরিবারে কতজন আয় করেন-

৮) তুমি প্রত্যেকদিন বিদ্যালয়ে যাও কি? হ্যাঁ ☐ না ☐

৯) যদি না যাও, কেন যাও না?

ক) বাড়ী থেকে আসতে দেয় না ☐

খ) বাড়ীর কাজ করতে হয় ☐

গ) বাড়ীর ভাইবোনদের দেখাশুনা করতে হয় ☐

ঘ) বাড়ীর গৃহপালিত পশুদের দেখতে হয় ☐

ঙ) বাড়ী থেকে বিদ্যালয় খুব দূরে ☐

চ) পরীক্ষায় ফেল করেছি ☐

১০) তোমার বিদ্যালয় যেতে ভাল লাগে কি? হ্যাঁ ☐ না ☐ জানিনা ☐

১১) যদি না লাগে কেন লাগে না

ক) মাষ্টার মহাশয় মারেন/বকেন

খ) মাষ্টার মহাশয়ের ভাষা বুঝিনা/অসুবিধা হয়

গ) সহপাঠীরা সঙ্গ দেয় না

ঘ) অবজ্ঞার কারণে একা লাগে

ঙ) বিদ্যালয়ে পানীয় জল/শৌচাগারের ব্যবস্থা নেই

চ) বিদ্যালয় ভাঙ্গাচোরা, নোংরা

ছ) শিক্ষকেরা স্কুলে আসেননা এবং এলেও ক্লাস নেন না

১২) বাবা মা তোমার পড়াশুনায় উৎ সাহ দেন কি হ্যাঁ ☐ না ☐

১৩) যদি না দেন, কেন দেন না

ক) পড়াশুনার দরকার নেই মনে করেন ☐

খ) পড়াশুনা করলে পেট ভরে না বলেন ☐

গ) খাতা/কলম কেনার টাকা পয়সা দিতে পারেন না ☐

ঘ) কাজে সাহায্য বেশি দরকার ☐

১৪) তোমার কোন বিষয় পড়তে ভাল লাগে

ক)

খ)

গ)

১৫) তুমি তোমার বাড়ীতে কোন ভাষায় কথা বল? বাংলা / হিন্দী / নেপালি / অন্যান্য

১৬) ক) বিদ্যালয়ে শিক্ষক/শিক্ষিকা কোন ভাষায় পড়ান বা কথা বলেন?
বাংলা / হিন্দী / নেপালি / অন্যান্য

খ) বিদ্যালয়ে ব্যবহৃত ভাষা তোমার ভাল লাগে? হ্যাঁ ☐ না ☐

গ) বিদ্যালয়ে কোন ভাষায় পড়াশুনা করতে চাও?

১৭) তোমার গৃহশিক্ষকের প্রয়োজন আছে? হ্যাঁ ☐ না ☐ জানিনা ☐

১৮) তোমার গৃহশিক্ষক আছে কি? হ্যাঁ ☐ না ☐

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১৯) গৃহশিক্ষক কোন কোন বিষয় পড়ান?

ক)

খ)

গ)

২০) গৃহশিক্ষক যেভাবে পড়ান আর বিদ্যালয়ের শিক্ষক যেভাবে পড়ান, কোনটা বুঝতে পারো/ভালো লাগে -

২১) কেন ভালো লাগে -

ক) আমাদের ভাষায় পড়ান

খ) আমাদের মত করে পড়ান

গ) আমাদের ভালবাসেন

ঘ) আমাদের কাছের লোক বলে মনে হয়

২২) গৃহ শিক্ষকদের মাসে কত টাকা দিতে হয়?

২৩) গৃহ শিক্ষক বাড়িতে এসে পড়ান, না তাঁর বাড়িতে গিয়ে পড়তে হয়?

সমীক্ষকের নাম -. ....

সমীক্ষার তারিখ - ....

সমীক্ষকের স্বাক্ষর- ....

जलपाइगुड़ि जिले के कुछ निर्वाचित हिस्से मे ५ - १४ वर्षीय (विशेष जरुरतमंद के लिये १८ वर्ष) बाच्चो की शौक्षिक

जरुरते सबंधीय जादकारी संग्रह करने वाले समीश्रकों के लिये

की और से एक गवेषणा का उद्योग लिया गया है। जिसमे इस जिले की कुछ हिस्सो के अनुसुचित जाति, जदजाति, संखालघु सम्प्रदाय और विशेष जरुरतमंद बच्चो की शैक्षिक जरुरती के बारे में जादकारी संग्रह करने के लिये एक समीक्षा की जायेगी। समीक्षको को एक ग्राम संसअ के शिक्षक, पंचायत सदस्य, माता-पिता एवं ५-१४ वर्षीय वच्चो (विशेष जरुरतमंद के लिये १८ वर्ष) से मिलना होगा अैर जानकारी हासिल करनी पड़ेगी। चार अलग अलग समीक्षापत्र है, जनके बारे मे नीचे संक्षिप्त विवरण दिया गया है।

१) ग्राम संसद/ग्राम नंचायत के लिये प्रश्नावली -

इस प्रश्नावली में ९ प्रश्न है। समीश्रक एक निर्दिष्ढ इलाके के पंचायत और ग्राम शिश्रा समिति (VEC) के प्रधान से मिलेंगे और जादकारी हासिल करेंगे। जरुरत पड़ने पर पंचायत और VEC के अन्य सदस्यों की भी मदत ले सकते है। बच्चो के वारे मे सही जानकारी VEC मे राखी 'चाइल्ड रेजिस्टर' से पायी जा सकती है ।

२) प्रधान शिश्रक / शिश्रिका के लिये प्रश्नावली -

एक संसद या बस्ती में अगर एक से ज्यादा विद्यालय है तो एक से ज्यादा प्रश्नावली का इस्तेमाल करना पड़ेगा । इस प्रश्नावली मे कुल १५ प्रश्न है ।

विद्यालय के प्रधान शिश्रक (अनुपस्थिति मे भारप्राप्त प्रधान) के साथ मुलाकात करके विद्यालय के सारे रिकॉर्ड रखते होंगे और जानकारी हासिल करनी पड़ेगी । इसके लिये Attendance Register / Progress Report आदि देखे जा सकते है । पुरी जानकारी संग्रह करने पर ध्यान रखना आभस्यक है ।

३) अभिभावक / अभिभाविका के लिये प्रश्नावली -

इस प्रश्नावली मे कुल १६ प्रश्न है । निर्वाचित इलाके के कम से कम दश अभिभावक से मिलना होगा जिनके बच्चे स्कुल मे पढ़ते है ।

उनके साथ बातचित करके जानकारी हासिल करनी पड़ेगी । पकरश्नावली मे नही है, शिश्रा के संदर्भ मे मिले ईसे विचार भी अलग से लिखे जाने चाहिये ।

३) विद्यार्थी के लिये प्रश्नावली -

इस समीश्रापत्र मे कुल २३ प्रश्न है । निर्वाचित इलाके के जिन अभिभावको से जानकारी संग्रह की गयी थी । उन्धें के लड़के या लड़कियों से मुलाकात करनी होगी । छात्र और छात्राओ की संस्था बराबर करने की कोशिश की जानी चाहिये । वे प्राथमिक और उच्चप्राथमिक के छात्र / छात्रा हो तो बेहतर होगा ।

ग्राम संसद /ग्राम पंचायेत पिता के लिये प्रश्नावली

१) क)ग्राम शिक्षा समिति का नाम एवं नम्बर:

ख)ग्राम संसद का नाम :

ग)ग्राम पंचायेत का नाम :

घ)ब्लोक :

ङ)जिला :

च)नजदिक में जो प्राथमिक विद्यालय है उसका नाम :

२) ग्राम-संसद में किस प्रकार के और कितने शिक्षा प्रतिष्ठान हें, संख्या दीजिये

(क)प्राथमिक विद्यालय

(ख)उच्च प्राथमिक विद्यालय

(ग)माध्यमिक शिक्षा केन्द्र

(घ)उच्च माध्यमिक विद्यालय

(ङ)माद्रासा

(च)शिशु शिक्षा केन्द्र

(छ)माध्यमिक शिक्षा केन्द्र

(ज)सेतु पाठक्रम केन्द्र (प्राथमिक)

(झ)सेतु पाठक्रम केन्द्र (उच्च प्राथमिक)

(ञ)रवीन्द्र मुक्त विद्यालय

(ट)अन्य

३) आपके इलाके में ज्यादातर लोग कौनसे पेशे से जुड़े हैं? संखा अनुसार (क), (ख) या (ग) नंवर भाग में नीचे लिखे कोड में से सही कोड लिखिये।

(क) (ख) (ग)

१)खेतीबाड़ी

२)काम की खोज में दुसरी जगह जाना है

३)नौकरी

४)व्यवसाय

५)मत्स्य पालन

६)साल के पत्रों से चीजें बनाना/चटाइ बनाना

७)वनज वस्तु संवंधीय कारोबार

८)चाय के बागीचे में काम

९)खेत मजदूर

१०)दिन मजदूर(खेती के अलवा)

११)जरी का काम

१२)रेशम शिल्प से जुड़ा काम

१३)कापड़े बुनने का काम

१४)पशु पालन (गाये, बकरी, भैस)

१५)पोलट्री (मुरगी पालन)

१६)लुहार का काम, लकड़ी का काम, सोने/चाँदी का काम, घर वानाने का काम, इत्यादि

१७)वैन/रिक्सा चालक

१८)अन्य

६) क) ग्राम-संसद के ५-१८ बर्ष की आयु के बच्चे जो कभी विद्यालय में भर्ती नहीं हुये हैं या पढ़ना छोड़ दिया हैं, निम्नलिखित कारणों के अनुसार कुल बच्चों की संख्या दीजिये-

कारण	साधारण		अनुसूचित जाति		अनुसूचित जनजाति		संख्यालघु सम्प्रदाय		विशेष जरुरतमंद	
	बालक	बालिका	बालक	बालिका	बालक	बालिका	बालक	बालिका	बालक	बालिका
घर से स्कूल बहुत दुर हैं										
काम के लिये बाहर जाना पड़ता हैं										
घर का धंधे में मदद करनी पड़ती हैं										
सुरक्षा का अभाव										
कक्षा में स्थान का अभाव										
विशेष जरुरत मंद वच्चों के लिये जरुरी प्रवंध नही हैं										
अन्य										
-घर का काम करना पड़ता है										

ख) इन समस्याओं के समाधान के लिये आपने अगर कोई कदम उठाया हैं, तो उसका विवरण दीजिये-

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४)आपके ग्राम संसद में शिशु ओं की संखा

विभाग	५-८ वर्ष की आयु		९-१३ वर्ष की आयु		१४-१८ वर्ष की आयु		कुल	
	बालक	बालिका	बालक	बालिका	बालक	बालिका	बालक	बालिका
साधारण								
अनुसूचित जाति								
अनुसूचित जनजाति								
संख्यालघु सम्प्रदाय								
विशेष जरुरत मंद								
कुल								

५)२००5-२००6 साल के परिसंख्यान के अनुसार ग्राम-संसद में विद्यालय छूट बच्चों की संख्या

	कभी विद्यालय में भर्ती नहीं हुये हैं										बीच में पढ़ना छोड़ दिया हैं									
	साधारण		अनुसूचित जाति		अनुसूचित जनजाति		संख्यालघु सम्प्रदाय		विशेष जरुरत मंद		साधारण		अनुसूचित जाति		अनुसूचित जनजाति		संख्यालघु सम्प्रदाय		विशेष जरुरत मंद	
आयु	बालक	बालिका	बालक	बालिका	बालक	बालिका	बालक	बालिका	बालक	बालिका	बालक	बालिका	बालक	बालिका	बालक	बालिका	बालक	बालिका	बालक	बालिका
५-८																				
९-१३																				
१४-१८																				
कुल																				

७) क)आपका इलाके में विज्ञान विषयक आलोचना या कार्यसूची का आयोजन होता हैं?

हाँ ☐ नही ☐

ख)अगर होता हैं तो उसका संक्षिप्त विवरण दीजिये।

ग)आपकी राय में इस विषय में और क्या किया जा सकता हैं ?

८) क)आपके इलाके में शिक्षा/स्वास्थ्य के बारे में जागरुकता बढ़ाने के लिये कार्यक्रम अपनाया गया हैं? हाँ ☐ नहीं ☐

ख)अगर अपनाया गया हैं, तो विवरण दीजिये।

९) क)आपके इलाके मे कोई गैरसरकारी संस्था ~~संस्था~~ हैं? हाँ ☐ नहीं ☐

ख)अगर है तो नाम बताइये-

ग)आपके इलाके में अनुसूचित जाति, अनुसूचित जनजाति, संख्यालघु सम्प्रदाय, विशेष जरुरत मंद बाच्चों के लिये इन संस्थाओं ने क्या कोई कार्यक्रम ग्रहण किया हैं? हाँ ☐ नहीं ☐

घ) अगर कोई कार्यक्रम अपनाया हैं, तो उसका विवरण दीजिये और परिणाम बताइये :

समीक्षक का नाम-...

समीक्षा की तारिख-...

समीक्षक के हस्ताक्षर-...

प्रधान शिक्षक/शिक्षिका का लिये प्रश्नावलीः

१) विद्यालय का नामः

२) विद्यालय का पताः गाँवः चक्रः ग्राम संसद का नाम :

ब्लोकः जिलाः ग्राम पंचायेत का नाम :

३) विद्यालय के शिक्षक/शिक्षिका संबंधीय जानकारीः

साधारण		अनुसूचित जाति		अनुसूचित जनजाति		संख्यालघु सम्प्रदाय		विशेष जरुरतमंद		कुल	
शिक्षक	शिक्षिका	शिक्षक	शिक्षिका	शिक्षक	शिक्षिका	शिक्षक	शिक्षिका	शिक्षक	शिक्षिका	शिक्षक	शिक्षिका
प्रशिक्षणप्राप्त शिक्षक/शिक्षिका											

४) आपके विद्यालय में भर्ती हुये छात्र-छात्री की संख्या संबंधीय जानकारीः (इस साल) २००५-२००६

कक्षा	साधारण		अनुसूचित जाति		अनुसूचित जनजाति		संख्यालघु सम्प्रदाय		विशेष जरुरतमंद		कुल	
	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री
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५) अंतिम शिक्षावर्ष (Academic Session) में विद्यालय में भर्ती हुये छात्र-छात्रओं की हाजरी

	११० दिन से कम								११०-१६५दिन								१६५दिन से ज्यादा							
	साधारण		अनुसूचित जाति		अनुसूचित जनजाति		विशेष जरुरतमंद		साधारण		अनुसूचित जाति		अनुसूचित जनजाति		विशेष जरुरतमंद		साधारण		अनुसूचित जाति		अनुसूचित जनजाति		विशेष जरुरतमंद	
कक्षा	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री
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६) विद्यालय की पिछले शिक्षावर्ष की अंतिम परीक्षा का परिणाम

क) प्रथम से चतुर्थ श्रेणी के लियेः

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	साधारण		अनुसूचित जाति		अनुसूचित जनजाति		संख्यालघु सम्प्रदाय		विशेष जरुरतमंद		साधारण		अनुसूचित जाति		अनुसूचित जनजाति		संख्यालघु सम्प्रदाय		विशेष जरुरतमंद		साधारण		अनुसूचित जाति		अनुसूचित जनजाति		संख्यालघु सम्प्रदाय		विशेष जरुरतमंद	
	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री
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	साधारण		अनुसूचित जाति		अनुसूचित जनजाति		संख्यालघु सम्प्रदाय		विशेष जरुरतमंद		साधारण		अनुसूचित जाति		अनुसूचित जनजाति		संख्यालघु सम्प्रदाय		विशेष जरुरतमंद		साधारण		अनुसूचित जाति		अनुसूचित जनजाति		संख्यालघु सम्प्रदाय		विशेष जरुरतमंद	
	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री
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क : ८१-१००%　　ख : ६६-८०%　　ग : ५१-६५%

घ : ३६-५०%　　ङ : २०-३५%　　च : ०-१९%

६. पंचम से अष्टम श्रेणी के लिये :

	३४% से कम										३४-६०%									
	साधारण		अनुसूचित जाति		अनुसूचित जनजाति		संख्यालघु सम्प्रदाय		विशेष जरुरतमंद		साधारण		अनुसूचित जाति		अनुसूचित जनजाति		संख्यालघु सम्प्रदाय		विशेष जरुरतमंद	
कक्षा	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री
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	६१-८०%										८०% का ज्यादा									
	साधारण		अनुसूचित जाति		अनुसूचित जनजाति		संख्यालघु सम्प्रदाय		विशेष जरुरतमंद		साधारण		अनुसूचित जाति		अनुसूचित जनजाति		संख्यालघु सम्प्रदाय		विशेष जरुरतमंद	
कक्षा	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री	छात्र	छात्री
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७) आपके विद्यालय में-

क) लडकों के लिये शौचालय हैं? हाँ ☐ नही ☐

ख) लडकियों के लिये शौचालय हैं? हाँ ☐ नही ☐

ग) पीने का पानो उपलव्ध हैं? हाँ ☐ नही ☐

घ) विद्यालय में छात्र - छात्राओं के लिये साधारण शौचालय उपलब्ध है? हाँ ☐ नहीं ☐

८) आपके विद्यालय में-

क) खेलने के लिये मैंदान हैं? हाँ ☐ नही ☐

ख) वार्षिक क्रीड़ा प्रतियोगिता होती हैं? हाँ ☐ नही ☐

ग) उस प्रतियोगिता में सारे वच्चे भाग लेते हैं? हाँ ☐ नही ☐

घ) उस प्रतियोगिता में विशेष जरुरत मंद बच्चों के लिये किसी विशेष स्पर्धा का आयोजन किया जाता है ? हाँ ☐ नही ☐

ङ) अगर किया जाता हैं, तो विवरण दीजिये।

९) क) आपके विद्यालय में कारिगरी पेशावर शिक्षाक्रम चालु हैं? हाँ ☐ नही ☐

ख) ऐसी शिक्षा के क्षेत्र में साधारण, अनुसूचित जाति, अनुसूचित जनजाति, सरख्यालघु सम्प्रदाय, विशेष जरुरत मंद बच्चौं की विशेष प्रौत्साहन दिया जाता हैं? हाँ ☐ नही ☐

ग) अगर प्रौत्साहन दिया जाता हैं, तो कृपया विबरण दें ।

१०) क) आपके क्षेत्र की संस्कृति/रिती-रिवाज आदि विद्यालय के सहपाठक्रमिक कार्यसूचि शामिल हैं? हाँ ☐ नही ☐

ख) अगर किया जाता हैं, तो किस तरह से

११) विद्यालय में शिक्षक अभिभावक समिति (PTA)हैं? हाँ ☐ नही ☐

१२) विद्यालय में रैम्प मौजूद हैं? हाँ ☐ नही ☐

१३) क) बच्चौं की कक्षा में कौनसी भाषा में पढाया जाता हैं?

शुद्ध बांगला ☐ प्रचलित बांगला ☐

स्थानीय भाषा ☐ अन्य ☐

ख) आपके बच्चौं के लिये कौनसी भाषा सबसे उपयुक्त है?

१४. क) पिछले शिक्षावर्ष के विद्यालय छुट बच्चौं की संख्या -

	साधारण		अनुसूचित जाति		अनुसूचित जनजाति		संख्यालघु सम्प्रदाय		विशेष जरुरतमंद	
कक्षा	छात्र	छात्रा	छात्र	छात्रा	छात्र	छात्रा	छात्र	छात्रा	छात्र	छात्रा
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ख)आपके अनुसार विद्यालय छुट बच्चों की संख्या कम करने के कया उपाय हैं?

१५. आपके अनुसार विद्यालय के बाहर के बच्चों को स्कूली शिक्षा व्यवस्था के अन्तर्गत लाने के कया उपाय हो सकते हैं?

समीक्षक का नाम-..

समीक्षा की तारिख-..

समीक्षक के हस्ताक्षर-...

माता / पिता के लिये प्रशनांबली

१. अ)माता / पिता का नाम :

ग्राम संसद : ग्राम पंचायेत

व्लॉक जिला

आ) उम्र : अनुसूचित जाति

शिक्षागत योग्यता : अनुसूचित जनजाति

पेशा : संख्यालघु सम्प्रदाय

विशेष जरुरत मंद

२. अ) आप कया अपने बच्चों को अपने पेशे गें ही लाना चाहते हैं? हाँ ☐ नही ☐

आ) अगर नही चाहते हैं तो क्या कारण हैं? ~~हाँ ☐ नही ☐~~

३. अ) आपके परिवार में ५ बर्ष से १३ वर्ष तक की आयु के कितने स्वाभाविक बच्चें हैं?

लड़के ☐ लड़की ☐

आ) आपके परिवार में ५ बर्ष से १८ वर्ष तक की आयु के कितने विशेष जरुरत मंद बच्चें हैं? लड़के ☐ लड़की ☐

इ) किस तरह से विशेष जरुरत मंद हैं ? शारीरीक ☐ मानसिक ☐ अन्य ☐

४. अ) आपके परिवार में ५ बर्ष से १८ वर्ष तक की आयु के सभी बच्चें नियमित विद्यालय जाते हैं ? हाँ ☐ नही ☐

आ) कितने बच्चें नियमित विद्यालय जाते हैं ? लड़के ☐ लड़कियाँ ☐

इ) कितने बच्चे विद्यालय नहीं जाते हैं ? लड़के ☐ लड़कियाँ ☐

५. अ) ५ से १८ बर्ष की आयु वाले बच्चों में से किसी ने कया बीच में पढ़ना छोड़ दिया हैं?

हाँ ☐ नही ☐

आ) कितने बच्चों ने पढ़ना छोड़ दिया हैं ? लड़के ☐ लड़कियाँ ☐

इ) कौनसी कक्षा तक पढ़कर छोड़ दिया हैं? (संख्या बताइया)

१ ☐ २ ☐ ३ ☐ ४ ☐ ५ ☐

६ ☐ ७ ☐ ८ ☐ ९ ☐

इ) विद्यालय छोड़ने का मूख्य कारण आपको कया लगता हैं? मुख्य कारण के सामने 1, 2 अथवा 3 लिखें :

स्कुल घर से बहुत दूर है ☐ कक्षा में बैठने की जगह नही हैं ☐

विशेष जरुरत मंद बच्चों के लिये व्यवस्था नही हैं ☐ पढ़ना नहीं चाहते ☐

बार बार फेल करते हैं ☐ काम के लिये बाहर जाना पड़ता हैं ☐

हमारे धंधे में मदद करनी पड़ती हैं ☐ अन्य कारण ☐

लड़कियों की जल्दी शादी करवा देते हैं ☐ घर में काम करना पड़ता है ☐

ई) आपके वच्चों की स्कूल की पढ़ाई के बारे में आपको केया लागता हैं

अच्छा हैं ☐ अच्छा नही हैं ☐ ठीकठाक हैं ☐

७)घर में पढ़ाई के लिये आप कया जरूरी समझते हैं ?

अ) बच्चें की पढ़ाई के लिये अलग कामरा ☐

आ) किताब, कॉपीयाँ का मैजूद होना ☐

इ) घर का काम नही करना पड़ती हैं ☐

ई) छोटे भाई-बहनों की देखभाल नही करनी पड़ती हैं ☐

उ) काम के लिये दूसरी जगह नहीं जाना पड़ता है ☐

८) घर के ५ से १८ बर्ष की आयु बच्चों की पढ़ाई में कौन मदद करता हैं -

आप खुद ☐ घर में माष्टार पढ़ाता है ☐

परिवार का दुसरा सदस्य ☐ गैरसरकारि संस्था ☐

खुद पढ़ता हैं ☐

९) आप अपने वाच्चों को किस तरह के विध्यालय में पढ़ाना चाहते हैं ?

सरकारी ☐ गैरसरकारी ☐

१०) आप अपने वाच्चो कों कहां तोक पढ़ना चाहते हैं ?

लड़का - प्राथमिक ☐ माध्यमिक ☐ उच्चमाध्यमिक ☐ स्नातक ☐ स्नातकोतर ☐ कारीगरी ☐

लड़की - प्राथमिक ☐ माध्यमिक ☐ उच्चमाध्यमिक ☐ स्नातक ☐ स्नातकोतर ☐ कारीगरी ☐

११) अं) आपके बच्चे जिस विद्यालय मे पढ़ती हैं, आप क्यां कभी कभी वहाँ जाते हैं?

हाँ ☐ नही ☐

आ) अगर नहीं जाते हैं, तो क्यों ?

१२) अ) बच्चें को पढ़ाई के बारे में आप कया शिक्षकों के साथ मशवरा करते हैं ?

हाँ ☐ नही ☐

आ) अगर नही करने हैं, तो उसका कांरण

१३) आप अपने वच्चों को क्यों पढ़ाना चाहते हैं

अ) नौकरी पाने के लिये ☐

आ) धंधे में मदद के लिये ☐

इ) जागरुकता बढ़ाने के लिये ☐

ई) रोजमर्रा की जिन्दगी को बेहतर बनाने के लिये ☐

१४) अ) आपके बच्चें क्या स्कूल की किताबों के अलावा दुसरी किताबे पढ़ना चाहते हैं?

हाँ ☐ नही ☐

आ) किस तरह की किताबे पढ़ते हैं ?

१५. आपके बच्चें जिस स्कूल में पढ़ते हैं, उसके वारे में आपकी राय कया हैं?

अ) ठीक तरह से पढ़ाई नहीं होती ☐

आ) शिक्षक / शिक्षिका की संख्या कम हैं ☐

इ) शिक्षक / शिक्षिका अयोग्य हैं ☐

ई)शिक्षक / शिक्षिका स्कूल में ज्यादातर आते नही हैं ☐

उ) कक्षा ओं की हालत : खराब / ठीकठाक/ अच्छी

ऊ) स्कूल का मान : खराब / ठीकठाक/ अच्छी

१६) स्कूल का मान वढ़ने के लिये कौन कौनसी व्यवस्था लेनी चाहिये?

समीक्षक का नाम-...

समीक्षा की तारिख-...

समीक्षक के हस्ताक्षर-...

बिद्यार्थी के लिये प्रश्नाबली

१. अ) बिद्यार्थी का नाम :

आ) बिद्यार्थी का पताः

२. अ) बिद्यार्थी की उम्र :

आ) लिंग :

इ) कक्षा :

३. अ) बिद्यार्थी का धर्म :

आ) सम्प्रदाय / जाति :

४. अ) बिद्यार्थी की क्या कोई बिशेष जरुरत है? हाँ ☐ नही ☐

आ) क्या विशेष जरुरत है

१. शारीरिक

२. मानसिक

~~३. आर्थिक~~

~~४. सामाजिक~~

५. अभिमाबक की शैक्षिक योग्यता पिता ☐ माता ☐

६. अभिमाबक का पेशा

७. परिवार के कितने सदस्य आय करते है :-

८. तुम क्या (रोजाना) बिद्यालय जाते हो ? हाँ ☐ नही ☐

९. अगर नहीं जाते हो, क्यों नहीं जाते हो ?

अ) घर से जाने नहीं दिया जाता ☐

आ) घर का काम करना पड़ता है ☐

इ) घर में भाई बहन की देखभाल करनी पड़ती है ☐

ई) घर की गाय / भैस बकरी की देखभाल करनी पड़ती है ☐

उ) स्कूल घर से बहुत दूर है ☐

ऊ) परीक्षा में फेल हुआ / हुई हूं ☐

१०. तुमको स्कूल जाना अच्छा लगता है? हाँ ☐ नही ☐ पता नहीं ☐

११. अगर अच्छा नही लगता है, क्यों नही :—

अ) शिक्षक मारते है / डाँटते हैं

आ) शिक्षक की बात समझ में नही आती / असुविधा होती है।

इ) दोस्त नही मिलते

ई) अबहेलना के कारण अकेला हो जाता हूँ

उ) स्कूल में पीने का पानी, शौचालय नहीं है

ऊ) शिक्षक स्कूल नहीं आते, आते भी है तो पढ़ाते भी नहीं हैं

(ऋ) विद्यालय टूटा फूटा और गंदा है

१२. तुम्हारे माता पिता क्या पढ़ने के लिये उत्साहित करते हैं? हाँ ☐ नहीं ☐

१३. अगर नहीं करते, हैं तो क्यो नहीं

अ) पढ़ना जरुरी नहीं समझते ☐

आ) कहते हैं पढ़ने से पेट नहीं भरता ☐

इ) कापी किताब पेन खरीदने के लिये पैसे नही दे सकते ☐

ई) घर के काम में मदद करना ज्यादा जरूरि समझते हैं ☐

१४. तुम्हे कौनसा विषय सबसे अच्छा लगता हैं?

अ)

आ)

इ)

१५. घरमे तुम कौनसी भाषा में बात करते हैं? बांगला / हिन्दी / नेपाली / अन्य

१६. क) स्कूल मे शीक्षक कौनसी भाषा मे पढ़ाते हैं? बांगला / हिन्दी / नेपाली / अन्य

ख) स्कुल की भाषा तुम्हे अच्छी लगती है ☐ हाँ ☐ नहीं

ग) स्कुल में कौनसी भाषा में पढ़ना चाहते हो ? ---------------------

१७. तुम कया घर मे पढ़ने के लिये मास्टार की जरुरत हैं? हाँ ☐ नहीं ☐ नहीं पाता ☐

१८. घर में मास्टार पढ़ाते हैं? हाँ ☐ नहीं ☐

१९. घर में मास्टार कौन-कौन बिषय पढ़ाते हैं?

अ)

आ)

इ)

२०. केया ~~आच्छा लगता हैं~~? घर के मास्टर और विद्यालय के मास्टर में से किसका पढ़ाना अच्छा लगता है कारण क्या है -

अ) हमारी भाषा मे पढ़ाते हैं

आ) हमारे जैसे पढ़ाते हैं

इ) हमसे प्यार करते हैं

ई) हमारे रिश्तेदार जैसे लगते हैं

२२. घर में जो मास्टार पढ़ाते हैं, उन्हे महीने में कितनी तनख्वाह देते हों?

२३. मास्टर जी घर मे आकर पढ़ाते हैं, या तुम उनके घर जाते हो ?

समीक्षक का नाम-...

समीक्षा की तारिख-...

समीक्षक के हस्ताक्षर-..